Redesign Plan

UNIVERSITY YES ACADEMY

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Introduction

SCHOOL'S PURPOSE

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

MISSION STATEMENT

University YES Academy exists to prepare students entrusted to our care for a future as compassionate and caring global citizens and successful life long learners. Academic development is achieved in a dignified and supportive environment that incorporates diversity, family, staff, and community partnerships, in pursuit of educational excellence.

VISION STATEMENT

Our school environment is one in which all learners grow, thrive and succeed beyond measure. We value, appreciate and accommodate diversity. We support our students because they are more than capable, and we fully believe in them. Our teaching practices are both reflective of and responsive to the needs of ALL our students. Our families are recognized as partners in the learning process. We embrace communication between students, parents, teachers, support staff and the community as we work to create the ultimate learning experiences for all children.

BELIEFS

At the University YES Academy we:
1. Believe that a culture of achievement promotes high student achievement.
2. Believe that students who are empowered with prior knowledge of assessment goals will be better prepared to take an active role in their own achievement.
3. Believe that high expectations promote excellence.
4. Believe that learning is optimized when parents and professionals work in partnership.
5. Believe that children have individual learning styles and intelligences that must be addressed in order for everyone to achieve.
6. Believe that staff members must be aware of state curriculum standards and benchmarks to maximize a student's achievement of goals.
7. Believe that the use of best practices reflecting current educational research increases our standard of quality.
8. Believe that all staff members are models for our students.
9. Believe that staff and students are entitled to learn and work in a clean and safe environment.
10. Believe that a cooperative learning environment educates, empowers and enlightens.

OUR PURPOSE

At UYA we embody our purpose, mission and vision with research proven curriculum such as the Success For All reading program. This program is designed to measure students reading and comprehension in order to meet students where they are and students matriculate towards grade mastery and beyond. It is done in small groups which collaborate, cooperate and strategize for optimal learning. The concepts used for enhanced reading skills are used throughout the curricular because they have proven to be best practices. Additionally, families are involved with the commitment towards 20 minutes of reading at home everyday with active participation from a family member who will listen and witness each child's progress. Assemblies are held regularly to celebrate student success and encourage student buy-in towards achievement. Expectations are high and standards are not lowered for any reason by both teachers and administrators. As a part of the reading program some students receive small group and one on one tutoring in a specific computer lab by paraprofessional personal. For additional support students have after school tutoring and enrichment opportunities.

Our committed and professional custodial personal work diligently to make sure that the school is clean throughout the day, providing an environment that is orderly and pleasant. From Administration to teachers, paraprofessionals and maintenance everyone is committed to the highest quality learning experience for our students. Community collaborations ensure that we stay focused on our goals, mission and vision for a quality education for all students who attend University YES Academy.

NOTABLE ACHIEVEMENTS AND AREAS OF IMPROVEMENT

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Through the charter management transition, enrollment has remained some what consistent. The instructional and non-instructional staff have received nearly four weeks of professional development in all core areas including: curricular design and implementation, depth of knowledge, learning environments, team building, lesson customization and planning, and instructional best practices.

The areas for improvement over the next three years will focus on:

*Serious gap between the planned and lived cultures of the school

*Classroom instruction and delivery of instruction needs significant support

*Reading proficiency, and math proficiency

*Teachers need systematic, ongoing professional development

*Student Attendance (Tardies/Absences)

ADDITIONAL INFORMATION

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

New Paradigm For Education is the third Charter Management Organization at University YES Academy in its short existence. New Paradigm For Education provides a rigorous college-focus learning environment by utilizing a evidenced and scientifically research-based curriculum, high expectations, and a safe and nurturing school campus.

PRIORITY SCHOOL ASSURANCES

All priority schools are required to certify yes/no to each of the following assurances and upload a copy of the required documentation in ASSIST.

Label	Assurance	Response	Comment	Attachment
Teacher Evaluation Tool	Our district has implemented an evaluation tool that includes a significant connection to student growth, to assess the effectiveness of teachers.	Yes		Teacher Evaluation Form

Label	Assurance	Response	Comment	Attachment
Administrator Evaluation Tool	Our district has implemented an evaluation tool that includes a significant connection to student growth, to assess the effectiveness of leaders.	Yes		Evaluation for School Leaders

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ASSURANCE OF OPERATIONAL FLEXIBILITY

To ensure that all priority schools are in compliance with the required Michigan Department of Education Assurances it is

required that acknowledgement and submission of certain documentation be completed. All identified Michigan priority schools must complete and submit the following operational flexibility assurances as part of their Redesign.

Label	Assurance	Response	Comment	Attachment
	Our Local Education Agency (LEA) will comply with all applicable requirements, policies and conditions for implementing the Reform/Redesign Plan. The LEA understands that if it fails to develop an approvable plan, or does not make satisfactory progress on the plan implementation and/or student achievement, the Michigan Department of Education/State School Redesign Officer may issue an order placing the school under the control of the State School Reform/Redesign School District (SSRRD). If the school is placed under the control of the SSRRD, under Section 6 of the MCL 380.1280c, the SSRRD will impose for the school one of four intervention models and impose an addendum to applicable collective bargaining agreements in effect for the school as necessary to implement the school intervention model as required by Section 8 of the MCL 380.1280c.	N/A		

PART A: REFORM TEAM PERSONNEL

Please list the individuals involved in the development of this reform/redesign plan. Use a separate line to list each individual, and include name, title or role, and email contact information.

Robert Hines, K-5 Principal - rhines@npfeschools.org

Jennifer Spencer, 6-8 Principal - jspencer@npfeschools.org

Paul Szymanski, Director of Achievement - pszymanski@npfeschools.org

Kimberly Bland, Chief Academic Officer - kbland@npfeschools.org

Following the transition from the former CMO to New Paradigm For Education and a rigorous interview process, Mr. Robert Hines was named K-5 and working with the turn around competencies as a Principal and Ms. Jennifer Spencer was named 6-8 Principal. New Paradigm For Education treated the search for a principal with high degree of importance and a desire for a professional who understands the community, curriculum, and cultural responsive teaching and have the capacity to change the culture and climate of the school and rapidly change student achievement.

A search was conducted and potential candidates were screened with the specific goal of identifying a viable candidate with experience in, and knowledgeable of instructional leadership, school improvement, and cultural responsiveness. The interview committee consisted of the New Paradigm For Education Central office.

Mr. Hines brings with him a track record of knowing how to operate a Priority School. He is well versed in the NPFE systems, curriculum design, and instructional practices. Mr. Hines has extensive knowledge and practice in various NPFE assessment systems including ANET, NWEA, and MSTEP. Ms. Spencer brings with her a track record of creating, evaluating, and improving systems designed to create an inviting culture and raise student achievement for all students. Ms. Spencer is well versed in instructional practices, and culturally responsive teaching. Additionally, Ms. Spencer has extensive knowledge and experience in various assessment systems including ANET, NWEA, and MSTEP.

Both leaders have many years of experience in leadership in an urban educational setting, much like University YES Academy. Both come to University YES Academy with teaching certification including an emphasis in middle school math for Ms. Spencer and Elementary Education for Mr. Hines. In addition, Mr. Hines holds an Ed. Specialist certification. Furthermore, New Paradigm anticipates that both leaders' experiences will take UYA to the next level by improving parent involvement, student achievement, and the culture and climate of the school.

Strong and effective principals first and foremost, characterize good schools. Strong leadership is even more important where the Principal not only must create a new school from scratch, but also must do so according to a complex set of standards and expectations. Good schools have good school leaders. Improving schools show improvement because principals, as school leaders, value improvement and set goals with their school communities to achieve gains. In connecting principal and school performance as a basis for principal evaluation, it is critically important that principals are fairly held accountable for school results. Principals do not teach individual students over a period of time, nor do they directly manage the technology program, interact on a routine basis with all parents, maintain the accounting system, or directly supervise student behavior in the halls and classrooms. They depend upon others for vital school functions and services. What, then, are principals accountable for, and upon what school results may they be fairly judged?

Director of Achievement, Paul Szymanski has been with New Paradigm For Education for 16 years in various capacities; 2 years as Elementary Teacher/Lead Teacher, a combined 12 years as Elementary and/or Middle School Principal (at NPFE's flagship award-winning school Detroit Edison Public School Academy), and 2 years as Director of Achievement for NPFE. As the Director of Achievement, Paul works hand-in-hand with the CAO and Principals in the implementation and development of the curricular, instructional, and assessment programming at the CMO and school-level. He is responsible for building capacity at the instructional level with our coaches and the overall development of the instructional design and implementation.

Chief Academic Officer, Kimberly Motley-Bland, possesses over 20 years of school leadership and curriculum experience. As the founding principal of Detroit Edison Public School Academy, Kim created a sound academic plan to outperform the surrounding district and state averages on a number of indicators. She is responsible for developing the network's curriculum, completing data analysis, providing professional development, and aligning supplemental instruction with state standards and the Common Core. She provides leadership and support to the DoA and principals weekly through leadership meetings and 1 to 1 check ins.

Connecting Principal and School Performance
Principals are expected to provide leadership to their schools that is reflected in school results. Results are judged in school performance, leadership, curriculum development, and customer satisfaction. Principals influence results in each of these areas on a school wide basis, although they depend on others; (i.e., students, teachers, parents, and support staff) to share responsibility and accountability in providing direct school services and implementing related programs. Different types of leadership are required of the principal to ensure that desired results are achieved in these five areas:

LEADER COMPETENCY DOMAINS

1   Instructional Leadership

2   School Culture

3   Family & Community Engagement

4   Operational Management

5   Leadership

Principals also are accountable to teachers and students to provide essential school resources and conditions that enable these constituencies to fulfill their school roles. Both groups look to the principal as the architect of a safe and orderly school environment where the business of instruction and learning can proceed. Both groups also reasonably expect the principal to provide initiatives and demonstrate leadership in creating a warm, supportive, and respectful school environment where people interact in a warm and friendly manner, where diversity is encourage and valued, and where people are treated fairly.

NPFE has expressed its commitment to the value of customer satisfaction by ensuring that surveys of customer satisfaction are administered on an annual basis. The surveys assess the current level of satisfaction with most aspects of the school program including school atmosphere, facilities and equipment, transportation, communication, curriculum and instruction, career satisfaction, and levels of involvement in school decision-making. The results of these surveys provide important information to principals and staff concerning student, parent, and teacher perceptions of various aspects of the school program and are especially useful in planning improvement.

Professional Portfolio
Partnership principals are expected to collect evidence for a professional portfolio that demonstrates their leadership and accomplishments. The Professional Portfolio, organized around NPFE 5 Domains, enables principals to document their efforts and progress related to student achievement, school design, customer satisfaction, financial management, and NPFE system growth. Professional portfolios are intended to be working documents that are reflective of the accomplishments achieved throughout the year, and are updated and enhanced at regular intervals.

The work principals select to be placed in their professional portfolios might include reports that support school progress toward goals; a reflective journal based on personal leadership goals and experiences; significant staff development activities; powerful examples of teamwork that resulted in improvement and/or strategies used to enable the work of school organization; and written

feedback from customers - parents, staff, and/or students, regarding school effectiveness and/or personal service.

Self-analysis also is a strongly emphasized and encouraged component of the professional portfolio. An example of such and analysis might be the inclusion in the portfolio of a short essay accompanying school test results in which the principal analyzes the school's performance and articulates his/her understanding of the factors contributing to student performance, pinpointing trends in students' performance, and linking such trends to school wide improvement goals. Principals also are encouraged to include with each work included in the portfolio an evaluation describing why the work is included, what school performance standard or guideline for the principal position it supports and what is strong, good, or noteworthy about the work.

The portfolio is an integral part of the principal's annual summary review and is submitted, by July 15th of each year, to the CEO, or their designee. The CEO or their designee will return portfolios upon the completion of the annual summary review.

Leadership Profile: Self-Evaluation
In order for the mission of NPFE to be realized, principal leadership must be clearly evidenced in developing and empowering faculty and staff, encouraging initiative, rewarding innovation and creativity, enhancing school resources, and developing the school's organization and communications. As principals begin to consider these important issues and define their leadership requirements in transforming the school into one design, they will find that while there is no formula that decides their actions. NPFE's standards and guidelines for the principal position serve to focus the principal's leadership in three critical areas: the principal as site-based manager; the principal as instructional leader; and the principal as builder of school culture.

The Leadership Profile is the principal's self-appraisal based on the aforementioned standards and guidelines for the principal position. The standards and guidelines for the principal position use the same rubric format as is true for all other essential design elements. The rubric format allows principals to profile their progress in achieving beginning, developing, proficient, or exemplary performance for NPFE' principal position, and serves to assist the principal in identifying appropriate goals for professional growth for the following school year.

Professional Growth Goals
At the end of each year, NPFE principals establish, for the following year, professional growth goals directed to enhancing, extending, or redirecting their leadership. The principal uses the school performance standards and guidelines, particularly standards and guidelines for the principal position, to establish annual professional growth goals. The principal lists professional growth goals in Section III of the Annual Summary Review Form. It is within the principal's annual performance review that professional growth goals are finalized as they are mutually agreed upon by the principal and the division director (and/or designee).

In January and June of each year, the principal updates The Annual Summary Review Form by providing a brief status report on progress in achieving their professional growth goals. Progress toward professional growth goals is considered part of the principal's annual summary review.

Annual Summary Review
The principal's annual summary review takes place in late June/July each year, following the principal's submission of data for the school accountability report card, when the principal and the Chief Executive Officer, and/or their designee(s) formally review:
Indicators of school performance (the Five Domains)

The Chief Executive Officer (and/or designee) will draw upon the aforementioned information to produce a performance rating for each of Five Domains and an overall summary performance rating that will serve as a basis for performance adjustments in pay and as the official record documenting the principal's overall performance. Performance for each of the Four Points of Accountability and the overall summary performance rating are based on a four-point scale:

Final Score Range	Result
1-1.75	Does not Meet Expectations
1.76-2.25	Working Towards Meeting Expectations
2.26 – 3.25	Meets Expectations
3.26 - 4	Exceeds Expectations

Summing Up The Principal Review Process

For principals of established schools, the annual review system requires that they demonstrate over a period of time continuous improvement in school results, in the development of their schools, and in their performance as school leaders. The system of principal review, for principals of established schools, is one with which they should feel comfortable and well prepared. Their school's history provides one or more years of baseline data to assess school performance, develop insights, and direct future leadership and school development priorities.

With their school organizations in place, and a developing culture of review and improvement, the process of analyzing school performance and connecting it to one's personal professional behaviors should be as familiar to principals as it is to teachers who similarly are encouraged to use results to adjust professional behavior. Principals examine their leadership from the point of view of its influence on school results, using data analyzing student achievement, customer satisfaction, school design, and NPFE system growth as a basis for measuring and setting goals for their schools and their own future development.

Principals are confronted with virtually all of the executive responsibilities associated with building a school and developing school culture. During this period, the principal has the opportunity to develop familiarity with the school design, and gradually with the school community. The principal also begins to form impressions of the school's facility and staff that inform decisions concerning the scope and pace of school development. The principal review process takes into consideration the beginning status of the new school and the unique challenges confronting the principal.

Requirement #3: Identify and reward school leaders, teachers, and other staff members who have increased student achievement. Additionally, the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement.
Indicator 3A: In your response, identify the strategies that will be used to identify and reward school leaders, teachers, and other staff members who have increased student achievement. This process must reward educators for positively contributing to increased student achievement and for implementing the instruction program with fidelity (outlined in requirement #6).
Indicator 3B: In your response, describe how the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement outcomes, and who have not met criteria based on the teacher evaluation system.

In order to evaluate teachers, starting in September-June, the administration will conduct walk-throughs, observations and review the Professional Teaching Rubric. After the walk-throughs, observations and the completion of the rubric, the administration will meet with the staff member to discuss what was observed/ written. If the teacher is rated ineffective, support will be offered to the staff member. Building level instructional specialist, mentor teacher, and the school leader will provide instructional support to the teacher. Informal observations will be conducted from December to April to support the ineffective teacher. A final observation will be conducted in May. A follow up conversation will be held to discuss the teachers' progress. If the teacher is still rated ineffective, the teacher may be removed from the school. If the teacher is removed, perspective teachers will be interviewed to replace the ineffective teacher.

Leaders may be removed from the school if students are not showing significant growth based on assessment tools used by the school, if attendance goals are not met, and if discipline goals are not met. They may also be removed based on results from school diagnostic reviews, satisfactory in completion of School Improvement Plans, attending professional development and establishing a school leadership team focused on strategies to increase student achievement. At the end of each school year, the principal meets with the Superintendent to discuss their evaluations. A final assessment is made.

PART B: TEACHING AND LEARNING PRIORITIES

State two or three "big ideas" for your reform/redesign plan that are intended to change teaching and learning in ways that promote student growth in your school.

(1) Break-through student achievement at all levels, including the creation and establishment of a culture of achievement owned by all teachers and scholars in the areas of:

a. Lesson planning
b. Lesson delivery/execution
c. Exit tickets
d. Transitions
e. Uniform expectations
f. Assessment performance
g. Use of data to drive instruction

(2) Instructional Model and Priorities

- Write standards-aligned, scaffold text-dependent questions (and responses) that translate into text based discussion and writing—all driving toward key understandings in the text.

- Integrate reading, writing, and content (science + social studies + fine arts) to provide cohesive instruction, as called for by the Common Core Supporting priorities with Core Actions.

- Study and deeply understand coherence within grade-level standards, including how supporting and additional standards support the major work of the grade.

University YES Academy has targeted three instructional priorities for school reform. These priorities were chosen based on data from the MSTEP. Each of these priorities aligns directly to the major shifts of the Common Core Standards along with effective core actions to improve instruction.

Moreover, after looking at the NWEA data it showed that students are making very little growth over the past years. Additionally, this data reveals that students need targeted remediation and scaffold instruction in math and ELA.

The first priority University YES Academy will focus on is scaffolding textual evidence to build conceptual understanding.

- *Write standards aligned, scaffold text-dependent questions (and responses) that translate into text-based discussion and writing (including writing from multiple sources for performance tasks)– all driving toward key understandings in the text.*

Lessons that involve highly complex text require a great deal of scaffolding. Many scaffolds are excellent for all types of learners— English Language Learners (ELLs), students with special needs and/or students who are just generally challenged by reading. Scaffolding becomes differentiation when students access or have access to scaffolding only when needed. Scaffolds that are provided to the whole class might be appropriate and necessary, but whole class scaffolds are not differentiation.

Front-end scaffolding is defined as the actions teachers take to prepare students to better understand how to access complex text before they read it. Traditionally, front-end scaffolding has included information to build greater context for the text, front-loading vocabulary, summarizing the text, and/or making predictions about what is to be read. Close analytical reading requires that teachers greatly reduce the amount of front-end scaffolding to offer students the opportunity to read independently and create meaning and questions first. It also offers students the opportunity to own their own learning and build stamina.

Back-end scaffolding, on the other hand, is defined as what teachers plan to do after students read complex text to help deepen understanding of the text. When teachers provide back-end scaffolds, they follow the "Release-Catch-Release model," allowing students to grapple with hard text FIRST, and then helping students as needed.

The second priority University YES Academy will focus on is integrating reading, writing, and discussion across all subject areas.

- *Integrate reading, writing, discussion (sharing thinking with others) in all content areas (science + social studies + fine arts + math) to provide cohesive instruction, as called for by the Common Core Actions.*

There is a natural interplay of reading, writing, speaking and listening in the modern classroom. Morning meetings, read-alouds, and group projects foster an integrated model of literacy with a special focus on speaking and listening. The Common Core State Standards (CCSS) states that "oral language development precedes and is the foundation for written language development; in other words, oral language is primary and written language builds on it."

After students have begun reading and writing, speaking and listening still have an integral place in the classroom – so much that the CCSS set specific standards for speaking and listening to promote a balanced approach to literacy: "The speaking and listening standards require students to develop a range of broadly useful oral communication and interpersonal skills…students must learn to work together, express and listen carefully to ideas, and integrate information." The speaking and listening standards expect students to participate in "rich, structured conversations" in which they are building on the ideas of others and speaking in complete sentences. Teachers need to create models and routines for deliberate and intentional dialogue that builds bridges to the students' reading and writing. In that way, students have the opportunity to also recognize the organic intertwining of these modes of receptive and expressive language.

Using information from the story and its afterward cultivates students' *reading* skills, while sharing their *writing* with their classmates develops their *speaking* skills. Other students should be *listening* closely to each student's presentation of their *writing*. Furthermore, the students should then *speak* about the presentations, analyzing the *speaker's* decisions as a *writer* and *reader*.

Why strive to create these constant moments of fusion? Because "as students advance through the grades and master the standards in reading, writing, speaking, listening and language, they are able to exhibit with increasing fullness and regularity these capacities of the literate individual" (CCSS).

The third priority University YES Academy will focus on is coherence within and across grade levels.

- *Study and deeply understand coherence within grade-level standards, including how supporting and additional standards support the major work of the grade.*

A teacher interprets the instructional outcomes into learning experiences for students by designing and understanding coherent instruction. A teacher's skill is determined through their knowledge of the content, their students, and resources all combined together to create a well-designed instructional plan to meet the diverse needs of their learners. Designing coherent instruction is possibly the most critical step in providing students with a quality education.

The coherence within the grade level during a lesson is related to the sequence – ensuring the sequence of activities is logical and progressive from a basic level to a more complex skill level. This sequencing should also include ample time for students to not feel rushed and be given time to reflect on their learning. A teacher skilled in this area is well versed in providing a variety of activities to ensure differentiation within the lesson are taking place for their students.

Learning is not a list of disconnected topics, tricks, or mnemonics; it is a coherent body of knowledge made up of interconnected concepts. Therefore, the standards are designed around coherent progressions from grade to grade. Learning is carefully connected across grades so that students can build new understanding onto foundations built in previous years.

Administrators will monitor these big ideas through classroom walk-throughs and lesson plans. Instructional coaches will support teachers in this implementation by providing training and instructional support through modeling, cooperative planning, co-teaching and non-evaluative observations with high-leverage feedback. Additionally we will use MSTEP, Quarterly Benchmark Assessments, NWEA, ANET, SchoolCity, and Study Island to determine what resources/technology, personnel and programs need to be adopted and adapted to focus on the areas of concerns. Teachers will be given feedback and suggestions from curriculum coach, mentor, lead teachers and school leaders on the progress of Data-Driven Instruction (DDI). In addition, teachers within the CMO Network will be provided with the ability to plan and collaborate with other teachers in the Network through community learning groups and a once a month staff meeting with both academies at one location. Additionally, the school will be partnering with the Achievement Network (ANET) and all data will be assessed and evaluated by the leadership team to determine if the our big ideas and the support provided is effective and beneficial for students and teachers.

(3) Implementation of a rigorous teaching framework and teaching cycle derived from targeted teacher development around

areas that will provide teachers with knowledge and skill to review and analyze data and increase student achievement in

reading, writing, and math

State what data were used to identify these ideas

NWEA Performance Bands
Reading - Fall 2016

| Grade	Below Avg.	Partially Avg.	Average	Above Avg.
Kindergarten	36%	38%	20%	6%
First	23%	37%	29%	11%
Second	67%	20%	9%	4%
Third	40%	20%	29%	11%
Fourth	34%	19%	19%	28%
Fifth	37%	32%	21%	10%
Sixth	68%	22%	10%	0%
Seventh	38%	22%	26%	14%
Eighth	32%	22%	35%	10%

NWEA Performance Bands
Mathematics - Fall 2016

Grade	Below Avg.	Partially Avg.	Average	Above Avg.
Kindergarten	13%	41%	37%	9%
First	50%	34%	8%	8%
Second	54%	31%	8%	7%
Third	19%	39%	29%	13%
Fourth	55%	30%	11%	4%
Fifth	73%	17%	8%	2%
Sixth	56%	26%	15%	3%
Seventh	66%	20%	12%	2%
Eighth	54%	27%	14%	5%

MSTEP Proficiency
Mathematics - Spring 2016

Grade	Math Proficiency	State Average
Third	4.2%	45.2%
Fourth	8.6%	44.0%
Fifth	6.0%	33.8%
Sixth	1.2%	32.8%
Seventh	2.9%	35.3%
Eighth	1.0%	32.7%
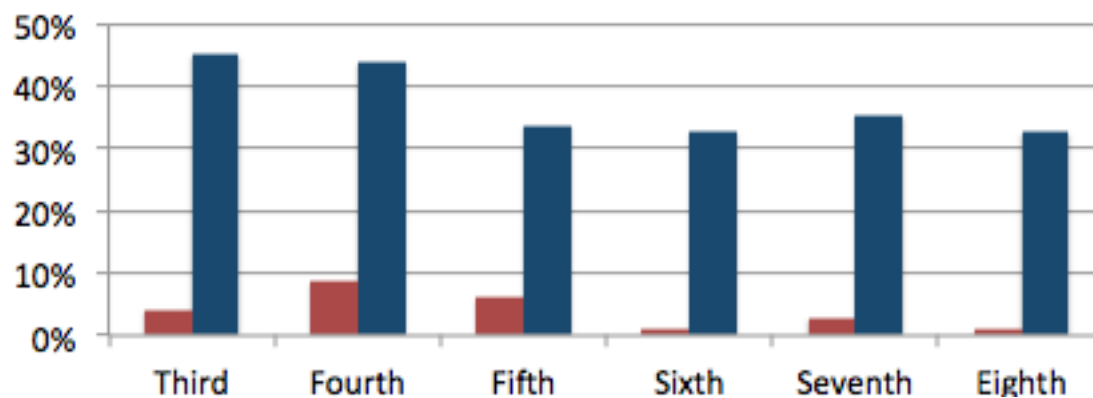
MSTEP Proficiency
ELA - Spring 2016

Grade	ELA Proficiency	State Average
Third	7.3%	46.0%
Fourth	9.1%	46.3%
Fifth	11.9%	50.6%
Sixth	8.3%	45.0%
Seventh	7.8%	47.1%
Eighth	5.9%	48.9%
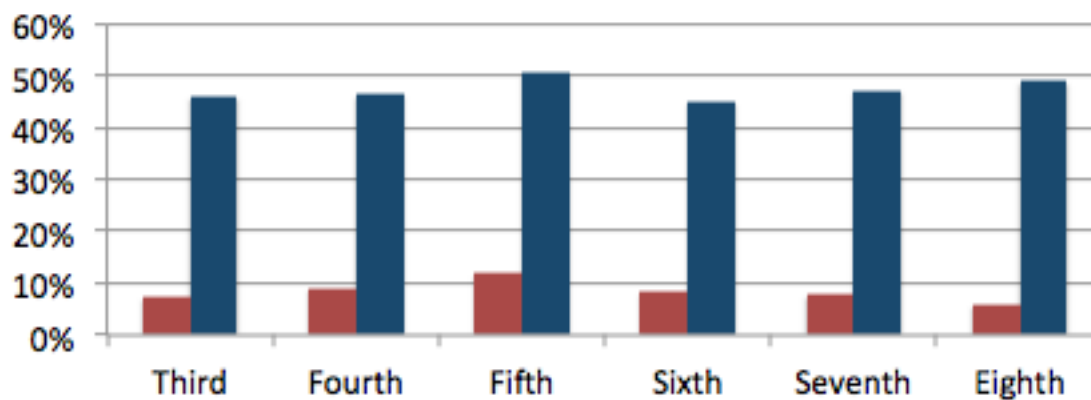
Indicator 2A Educator Evaluation and Indicator 2B Leader Evaluation

Requirement #1: Replace the Principal and increase leadership capacity at the school.
Indicator 1A: In your response, describe how the district has taken on of the following actions:
(a) A new principal has been hired that meets all five turnaround competencies
(b) The current principal meets all four turnaround competencies
*(c) A principal with turnaround competencies will be hired before the end of the planning year. *Note: (a) and (c) are the only options if you plan to apply for a School Improvement Grant.*
Indicator 1B: Describe how the district will increase leadership capacity. Ensure that this plan addresses at least one of the big ideas around which this plan is developed.

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Requirement #2: Use rigorous, transparent, and equitable evaluation systems for teachers and principals.
Indicator 2A: In your response, detail the collaborative process used to create a teacher evaluation plan and explain how the evaluation includes student growth as a significant factor (by 2018-2019, at least 40% of teachers' evaluations must be based on student growth). Attach the teacher evaluation and Administrator Evaluation.
Indicator 2B: In your response, detail the collaborative process used to create a leader evaluation plan and explain how the evaluation includes student growth as a significant factor (by 2018-2019, at least 40% of teachers' evaluations must be based on student growth). Attach the teacher evaluation and Administrator Evaluation.

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Connecting Principal and School Performance

Principals are expected to provide leadership to their schools that is reflected in school results. Results are evaluated in terms of the five leader competency domains: Instructional Leadership, School Culture, Family and Community Engagement, Operational Management, and Leadership. Principals influence results in each of these areas on a school wide basis, although they depend on others; (i.e., students, teachers, parents, and support staff) to share responsibility and accountability in providing direct school services and implementing related programs. Different types of leadership are required of the principal to ensure that desired results are achieved in these five domains.

1. The principal is accountable for instructional leadership 35% (Moving to 40% in the 2017-2018 school year). One of the most important and fundamental expectations NPFE has for its schools is that students will receive the best education as evidenced in high levels of student achievement. NPFE principals are responsible for setting high expectations for student achievement, monitoring student and teacher performance, setting goals for improvement, assuring effective implementation of instructional programs, and directing resources to the most important business of the school: instruction and learning. Thus, on a school wide basis, NPFE principals are accountable for School Scorecard, ensuring student achievement and continuous improvement of teaching and learning.

2. The principal is accountable for implementing overall effective leadership 20%. Principals are expected to provide leadership in implementing the school design as intended, is represented in their school, and that, over a period of time, a standard of proficiency and implementation of state standards is achieved for each design element. All stakeholders also reasonably expect the principal to provide initiatives and demonstrate leadership in creating a warm, supportive, and respectful school environment where people interact in a warm and friendly manner, where diversity is encourage and valued, and where people are treated fairly.

3. The principal is accountable for school culture 25%. Modern and successful organizations have learned to be sensitive to the needs of their school culture. Principals influence "effective levels" through their direct personal interaction with parents, teachers, and students. However, their greatest influence on culture is expressed in school leadership roles as they build their school organization and develop its culture and environment. As builders of school culture, principals instill the values of parents and staff. They develop opportunities for parents to be included in school life, ensure effective communications between the school and the home, and communicate respect for the important role parents play as school partners in educating their children.

4. The principal is accountable for operational Management 10%. It is in fulfilling their roles as school site managers, instructional leaders, and builders of school culture, that principals influence school operations, services, programs, and school results. The Principal is responsible for modeling the expectations for staff. Principals also are accountable to teachers and students to provide essential school resources and conditions that enable these constituencies to fulfill their school roles. Both groups look to the principal as the architect of a safe and orderly school environment where the business of instruction and learning can proceed.

Professional Portfolio

Partnership principals are expected to collect evidence for a professional portfolio that demonstrates their leadership and accomplishments. The Professional Portfolio, organized around NPFE 5 Leadership Competency Domains, enables principals to document their efforts and progress related to Instructional Leadership, School Culture, Family and Community Engagement, Operational Management, and Leadership. . Professional portfolios are intended to be working documents that are reflective of the accomplishments achieved throughout the year, and are updated and enhanced at regular intervals.

The work principals select to be placed in their professional portfolios might include reports that support school progress toward goals; a reflective journal based on personal leadership goals and experiences; significant staff development activities; powerful examples of teamwork that resulted in improvement and/or strategies used to enable the work of school organization; and written feedback from customers - parents, staff, and/or students, regarding school effectiveness and/or personal service.

Self-analysis also is a strongly emphasized and encouraged component of the professional portfolio. An example of such and analysis might be the inclusion in the portfolio of a short essay accompanying school test results in which the principal analyzes the school's performance and articulates his/her understanding of the factors contributing to student performance, pinpointing trends in students' performance, and linking such trends to school wide improvement goals. Principals also are encouraged to include with each work included in the portfolio an evaluation describing why the work is included, what school performance standard or guideline for the principal position it supports and what is strong, good, or noteworthy about the work.

The portfolio is an integral part of the principal's annual summary review and is submitted, by July 15th of each year, to the CEO, or their designee. The CEO or their designee will return portfolios upon the completion of the annual summary review.

Leadership Profile: Self-Evaluation
In order for the mission of NPFE to be realized, principal leadership must be clearly evidenced in developing and empowering faculty and staff, encouraging initiative, rewarding innovation and creativity, enhancing school resources, and developing the school's organization and communications. As principals begin to consider these important issues and define their leadership requirements in transforming the school into one design, they will find that while there is no formula that decides their actions. NPFE's standards and guidelines for the principal position serve to focus the principal's leadership in three critical areas: the principal as site-based manager; the principal as instructional leader; and the principal as builder of school culture.

The Principal Evaluation Rubric serves as the principal's self-appraisal based on the aforementioned standards and guidelines for the principal position. The rubric format allows principals to profile their progress in achieving Level 4 performance for NPFE' principal position, and serves to assist the principal in identifying appropriate goals for professional growth for the following school year.

Professional Growth Goals
At the end of each year, NPFE principals establish, for the following year, professional growth goals directed to enhancing, extending, or redirecting their leadership. The principal uses the Principal Evaluation Rubric along with the 5 Leader Competency Domains to establish annual professional growth goals. The principal lists professional growth goals in Section III of the Annual Summary Review Form. It is within the principal's annual performance review that professional growth goals are finalized as they are mutually agreed upon by the principal and the division director (and/or designee).

In January and June of each year, the principal updates The Annual Summary Review Form by providing a brief status report on progress in achieving their professional growth goals. Progress toward professional growth goals is considered part of the principal's annual summary review.

Annual Summary Review
Rating Principal Performance: 5 Leaders Competency Domains
Each domain encapsulates a set of competencies that NPFE staff should embody and behaviors that they should employ on a consistent basis when performing effectively.
Performance ratings for each of the five domains take into account school performance results and the principal's leadership efforts and accomplishments. The performance criteria for each of the Five Leader Competency Domains are as follows:

DEGREE OF CONSISTENCY

Degree of consistency refers to a level of performance based on the behaviors exhibited that demonstrate the key competencies of an NFPE staff person.

Level 4	A significant number of behavioral indicators are **CONSISTENTLY** present and observable 100%-75% of the time.
Level 3	Most behavioral indicators are **USUALLY** present and observable 75%-50% of the time.
Level 2	Some behavioral indicators are **OCCASIONALLY** present and observable 50%-25% of the time.
Level 1	Behavioral indicators are **RARELY** present and observable <25% of the time.

Summing Up The Principal Review Process

For principals of established schools, the annual review system requires that they demonstrate over a period of time continuous improvement in school results, in the development of their schools, and in their performance as school leaders. The system of principal review, for principals of established schools, is one with which they should feel comfortable and well prepared. Their school's history provides one or more years of baseline data to assess school performance, develop insights, and direct future leadership and school development priorities.

With their school organizations in place, and a developing culture of review and improvement, the process of analyzing school performance and connecting it to one's personal professional behaviors should be as familiar to principals as it is to teachers who similarly are encouraged to use results to adjust professional behavior. Principals examine their leadership from the point of view of its influence on Instructional Leadership, School Culture, Family and Community Engagement, Operational Management, and Leadership as a basis for measuring and setting goals for their school and their own future development.

Principals are confronted with virtually all of the executive responsibilities associated with building a school and developing school culture. During this period, the principal has the opportunity to develop familiarity with the school design, and gradually with the school community. The principal also begins to form impressions of the school's facility and staff that inform decisions concerning the scope and pace of school development. The principal review process takes into consideration the beginning status of the new school and the unique challenges confronting the principal.

Requirement #3: Identify and reward school leaders, teachers, and other staff members who have increased student achievement. Additionally, the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement.
Indicator 3A: In your response, identify the strategies that will be used to identify and reward school leaders, teachers, and other staff members who have increased student achievement. This process must reward educators for positively contributing to increased student achievement and for implementing the instruction program with fidelity (outlined in requirement #6).
Indicator 3B: In your response, describe how the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement outcomes, and who have not met criteria based on the teacher evaluation system. – See Appendix A

Members of the School Improvement Team met to discuss the criteria of the reward system and rewards that the staff will receive for gains made in student achievement. To make sure everyone understands the reward system, all considerations for rewards for teachers will be discussed with the staff during staff/grade level meetings.

Rewards for the instructional staff will be based upon SFA scores and instructional level movement, NWEA, Quarterly Assessments, and Achievement network. These assessments will be used as measures to determine student achievement. Teachers whose students' show at least a 50% growth on any two assessments will be recognized by announcement of success during the morning assembly, receive and extra preparation period, recognized in newsletters sent home and at the Parent meetings, celebrated on the school website, and other various acknowledgements. When the school meets state standards (MSTEP), rewards for the school leadership will be acknowledgement in the Annual Education Report, recognized in the school newsletter, at the Parent meeting, and on the school website.

In order to evaluate teachers, in November, the administration will conduct walk-throughs, observations and review the Professional Teaching Rubric. After the walk-throughs, observations and the completion of the rubric, the administration will meet with the staff member to discuss what was observed/ written. If the teacher is rated ineffective, support will be offered to the staff member. Building level instructional specialist, mentor teacher, and the school leader will provide instructional support to the teacher. Informal observations will be conducted from December to April to support the ineffective teacher. A final observation will be conducted in May. A follow up conversation will be held to discuss the teachers' progress. If the teacher is still rated ineffective, the teacher may be removed from the school. If the teacher is removed, perspective teachers will be interviewed to replace the ineffective teacher.

Leaders may be removed from the school if students are not showing significant growth based on assessment tools used by the school, if attendance goals are not met, and if discipline goals are not met. They may also be removed based on results from school diagnostic reviews, satisfactory in completion of School Improvement Plans, attending professional development and establishing a school leadership team focused on strategies to increase student achievement. At the end of each school year, the principal meets with the Superintendent to discuss their evaluations. A final assessment is made.

Requirement #4: Provide staff with ongoing, high quality, job-embedded professional development aligned with the school's comprehensive instructional program. This should be designed with school staff to ensure that staff can facilitate effective teaching and learning and have the capacity to successfully implement the school reform strategies.

Indicator 4A: In your response, describe the school's plan for professional development. The plan must:

        a) Reflect the "Big Ideas"

        b) Offer repeated opportunities with a common focus

        c) Be high quality

        d) Be job-embedded (e.g. integrated into the work day)

        e) Align to the instructional program described in requirement #6, and (f) include a process for assessing the impact of PD on instructional practices.

Goal 1:
All UYA students will increase their proficiency in Math

Measurable Objective 1:
15% of All Students will demonstrate a proficiency increase in their basic computation skills in Mathematics by 5/30/17 as measured by a variety of state and district wide assessments including but not limited to; MSTEP, NWEA, District wide quarterly assessments.

Strategy1: Simulations and Games - Simulations allow students to learn through exploration using a variety of strategies to find a path to success.

Games are proven to be both and engaging and innovative approach to many practical applications including learning goals. UYA instructional staff will provide students with opportunities to engage in math and deepen conceptual rather than merely procedural understanding through the use of technology and games as well as the use of tangible tools and manipulatives.

Research Cited: Zemelman, S., Daniels, H., & Hyde, A. (1998). Best Practice: New Standards for Teaching and Learning in America's Schools (2nd ed). pp. 83-106. Portsmouth: Heinemann.
This chapter discusses a variety of Mathematical best practices including use of manipulatives and working in cooperative small groups to promote understanding. Feathers, K. (1993). Infotext: Reading and Learning. pp. 119-137. Toronto: Pippin Publishing Corporation. The chapter on vocabulary discusses the importance of teaching vocabulary deliberately.
"The Core Six: Essential Strategies for Achieving Excellence". Silver, Harvey. Dewing, R.Thomas., Perini, Matthew (2012). Pages 27-29.

Activity – Math Blended Learning	Activity Type
Teachers at all grade levels will implement blended learning strategies to increase Math computation. These strategies will be implemented through the use of our Study Island Blended Learning Platform which will use a combination of technology based support and small group instruction to benefit students with the greatest academic need in Math.	Technology

Activity – Manipulatives	Activity Type
Teachers will model and instruct through the use of manipulatives and other tangible tools on a regular basis to help students learn critical math skills and concepts	Other

Activity – Math Games Professional Development	Activity Type
Instructional staff will go through professional learning focused around how they can implement Math Games into their classroom environments to increase student engagement and academic achievement.	Professional Learning

Activity – Study Island and MAP Link	Activity Type
School will purchase subscription linking Study Island Blended Learning platform to MAP NWEA Student assessment tool. This will allow homeroom teachers to build blended learning curriculum specific to each student based on their deficiencies for our student assessment platform. This will allow students to spend time practicing in areas of weakness in order to increase impeachment in math	Technology

Strategy2:

Differentiating Instruction - Teachers will provide Math instruction in their classrooms that is organized, innovative and focuses on a variety of learning styles. Instruction will be diversified to meet the needs of all learners using a variety of strategies and activities including but not limited to: use of technology and small group instruction as well as a variety of teacher led instructional strategies.

Research Cited: Tomlinson, C.A (2001). How to differentiate instruction in mixed-ability classrooms (2nd ed.). Alexandria, VA: ASCD 45-51 Tomlinson, C.A (1999). The differentiated classroom: Responding to the needs of all learners. Alexandria, VA: ASCD Chapter 7

Activity – Math In-School Tutoring and Small Group Differentiation	Activity Type
The lowest 10% of 1st grade, 20% of 2nd grade and 30% of 3rd grade will participate in in-school tutoring sessions using Team Alphie and Study Island as platforms. Students will be in a group with an 11:1 ratio and will participate in these tutoring sessions 5 times per week for at least 30 minutes per session.	Academic Support Program

Activity – Math After school Tutoring	Activity Type
Additionally, struggling students will also have the opportunity to receive additional academic support in our after-school tutoring program. Students will be identified from a variety of district and statewide data sources and be exposed to an after-school program that is both data and standards driven.	Academic Support Program

Activity – Math PLCs	Activity Type
All instructional staff will engage in monthly math PLCs (professional learning communities). These will serve as a communal and collaborative time for instructional staff to reflect not only on their practices but also on the effectiveness of their instruction as well as standards that need to be addressed to continue to ensure that all students at UYA Elementary are unstinting to increase their math proficiency.	Evaluation

Goal 2: All UYA students will increase their proficiency in Science

Measurable Objective 1:
8% of All Students will demonstrate a proficiency increase in Science by 05/30/2017 as measured by a variety of state and district wide assessments including but not limited to; MSTEP, NWEA, District wide quarterly assessments.

Differentiating Science Instruction - Teacher instruction will be diversified to meet the needs of all low performing groups. Homeroom teachers will use a number of strategies and activities to differentiate instruction including but not limited to; small group instruction, technology based instruction and direct instructional techniques.

Research Cited: Marzano, R.J., Pickering, D.J., Pollack, J.E., (2001). Classroom Instruction that Works. Alexandria, VA: Association for Supervision and Curriculum Development. 29-32
Zemelmen, S., Daniels, H., Hyde, A., (1998). Best Practice New Standards for Teaching and Learning in America's Schools. Portsmouth, NH: Heinemann. 36-77 Tomlinson, C.S (2001). How to differentiate instruction in mixed-ability classrooms (2nd ed.). Alexandria, VA: ASCD 45-51

Activity – Science PLCs	Activity Type
All instructional staff will engage in monthly science PLCs (professional learning communities). These will serve as a communal and collaborative time for instructional staff to reflect not only on their practices but also on the effectiveness of their instruction as well as standards that need to be addressed to continue to ensure that all students at Elementary are unstinting to increase their science proficiency.	Evaluation

Activity – Science Graphic Organizers	Activity Type
Teachers will activate student prior knowledge by having students create and utilize a variety of graphic organizers prior to the beginning of each unit. This will in turn allow instructional staff to more easily differentiate when they have a clearer picture of each student's base level of knowledge.	Other

Strategy2:
Increase Understanding of Scientific Vocabulary and Concepts - Cause for a possible gap in Science proficiency may include following: 1) Student attendance. 2) Ineffective delivery of instruction. 3) Ineffective use of techniques and instructional strategies utilized by teachers. 4) Insufficient use and/or lack of data to drive instruction. 5) Not fully implementing all components of the Science curriculum (StemScopes) and 6) Students insufficient abilities to read and comprehend Science informal and expository text.

Classroom teachers will employ research-based strategies to increase performance in the area of science reading comprehension through Decoding Expository and Informational Science Text.

Research Cited: American Association for the Advancement of Science. 1993. Benchmarks for science literacy. New York: Oxford University Press. National Science Teachers Association (NSTA). 2008. NSTA Position Statement: The Role of E-Learning in science education. Washington, D.C.: National Academy Press National Research Council. 2000. How people learn: Brain, mind, experience, and school. Committee on Developments in the Science of Learning. eds. John Bransford, Ann Brown, and Rodney Cocking. Commission on Behavioral and Social Sciences and Education. Washington, DC: National Academy Press.

Activity – Science Vocabulary	Activity Type
Teachers will utilize activities with each unit and teachers will increase the use and emphasis of critical subject and text specific vocabulary during instructional time.	Other

Activity – Math Blended Learning	Activity Type
Teachers will model and instruct students in solving open-ended problems and extending scientific projects, while communicating and defending their findings and observations on a regular basis.	Other

Activity – Decoding Expository and Informational Science Text	Activity Type
Classroom teachers will employ research-based strategies to increase performance in the area of science reading comprehension through Decoding Expository and Informational Science Text using student workbooks, teachers' manuals and games as resources and guidelines.	Academic Support Program

Goal 3: All UYA Students will increase their proficiency in ELA

Measurable Objective 1:
15% of All Students will demonstrate a proficiency increase in in English Language Arts by 05/30/2017 as measured by a variety of state and district wide assessments including but not limited to; MSTEP, NWEA, District wide quarterly assessments.

Strategy1:
Using the 5 core strategies-Summarizing, Clarifying, Questioning, and Predicting - Teachers will strive to ensure that writing to learn is a strategy incorporated into all curricular areas in order to promote student achievement. This strategy will be supported by including:

1) Team talk discussion
2) Adventures in writing
3) Write on, think and connect and partner reading

Research Cited: "The Core Six: Essential Strategies for Achieving Excellence". Silver, Harvey., Dewing, R.Thomas., Perini, Matthew (2012). Pages 50-64 Graham, S., & Herbert, M. (2010). Writing to Read:Evidence for how writing can improve reading. Washington, DC: Alliance for Excellent Reading, Success For All

Activity – Writing to Learn Professional Development	Activity Type
Instructional staff will engage in professional learning that will facilitate the incorporation of writing practice through the school curriculum which will increase student quality and quantity of writing produced.	Professional Learning

Activity – Journal Writing	Activity Type
Teachers will incorporate regular journal writing across all major curricular areas.	Other

Strategy2:
Differentiating Writing Instruction - Homeroom teachers will deliver writing curriculum that meets the academic needs of all students. Direct instruction will be sufficiently diversified for all students to increase proficiency. Homeroom teachers will implement a variety of research based strategies and activities to promote this increase, including but not limited to: use of technology, blended learning and small group instruction as well as a variety of direct instruction techniques and practices.

Research Cited: Marzano, R.J., Pickering, D.J., Pollack, J.E., (2001). Classroom Instruction that Works. Alexandria, VA: Association for Supervision and Curriculum Development. 29-32
Zemelmen, S., Daniels, H., Hyde, A., (1998). Best Practice New Standards for Teaching and Learning in America's Schools. Portsmouth, NH: Heinemann. 36-77
Tomlinson, C.S (2001). How to differentiate instruction in mixed-ability classrooms (2nd ed.). Alexandria, VA: ASCD 45-51

Activity – Writing After School Tutoring	Activity Type
Additionally, struggling students will also have the opportunity to receive additional academic support in our after-school tutoring program. Students will be identified from a variety of district and state-wide data sources and be exposed to an after-school program that is both data and standards driven.	Academic Support Program

Goal 4: All UYA Students will increase their proficiency in Social Studies thru ELA strategies.

Measurable Objective 1:
8 % of All Students will demonstrate a proficiency increase in in SS by 05/30/2017 as measured by a variety of state and district wide assessments including but not limited to; MSTEP, NWEA, District wide quarterly assessments.

Strategy1:
Using the 5 core strategies-Summarizing, Clarifying, Questioning, and Predicting - Teachers will strive to ensure that writing to learn is a strategy incorporated into all curricular areas in order to promote student achievement. This strategy will be supported by including:

1) Team talk discussion
2) Adventures in writing
3) Write on, think and connect and partner reading

Research Cited: "The Core Six: Essential Strategies for Achieving Excellence". Silver, Harvey., Dewing, R.Thomas., Perini, Matthew (2012). Pages 50-64 Graham, S., & Herbert, M. (2010). Writing to Read:Evidence for how writing can improve reading. Washington, DC: Alliance for Excellent Reading, Success For All

NWEA Goals

GRADE LEVEL	READING			MATH		
	FALL	WINTER	SPRING	FALL	WINTER	SPRING
KINDERGARTEN	147	155	166	145	155	162
FIRST	166	176	182	167	178	183
SECOND	180	188	194	181	189	194
THIRD	194	199	203	195	202	206
FOURTH	203	206	210	208	213	217
FIFTH	209	212	214	219	224	227
SIXTH	215	217	219	226	229	232
SEVENTH	220	222	224	233	235	238
EIGHTH	222	224	225	238	241	243

M-Step Goals

SCHOOL	ELA			MATH			SCIENCE			SOC. STUD.		
	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
UYA	*9	*8	15	*8	*4	15	*1	*3	8	*3	*2	8

NARRATIVE:

University YES Academy will use results for the Comprehensive Needs Assessment (CNA) as well as perception data to create a professional development plan that identifies ongoing, sustained professional development that is aligned to the School Improvement Plan as well as our Transformation Redesign Plan. These professional development opportunities included embedded professional development provided by our curriculum coaches, peer coaching across grade level meetings, in-house professional development on district development days as well as staff meeting time provided by the principal for teacher collaboration, district sponsored professional development aligned to curriculum as well as individualized through ASCD PDOnline.

Four Wednesday staff meetings of the month will involve a professional development session beginning in September 2016 through June 2017 and will cover topics such as how to assess and progress monitor reading and math, how to encourage students to learn and maintain basic math skills, and ways to differentiate instruction in Stemscope and math to ensure that all children are achieving. The principal, along with the curriculum coaches, will continue to monitor teacher lesson plans to ensure that differentiated instruction is continuously fostered in the classrooms.

The staff is encouraged to keep a running record of all professional development/trainings in which they engage in, in and outside of the school, in their data folders/binders. Also, the staff will stay abreast as to the current research and findings in reference to Common Core State Standards (CCSS) by engaging weekly PLC's. As University YES Academy continues to promote proficiency in ELA, Math, and Science, NPFE will work in collaboration with; Rice University to develop lesson plans reflective of S.T.E.M. implementation, and ANET to increase rigor in ELA and Math. The principal and curriculum coaches will evaluate the effectiveness of the implementation of best practices, research strategies through data monitoring, peer support/mentoring, and classroom observations.

To support the Transformation Plan at UYA, the successful implementation of the three Big Ideas will hinge on the ability to infuse professional development into the daily work schedules of staff members. Instructional delivery based on the development and use of data will be the key focal point for the leadership, School Improvement Team (SIT), and the instructional staff members to maintain in the forefront of professional development and growth. As a Professional Learning Community (PLC), University YES Academy staff will focus on incorporating shared learning experiences and improving classroom instruction in every aspect of planning and implementation. The school will continue to use its mandated 96+ hours per year of professional development time to focus on developing and enhancing a PLC and making Response-to-Intervention (RTI) a regular part of daily classroom instruction. A formal calendar has been developed and will be utilized. Classroom teachers who have shown high-yield results in student achievement will be asked to collaborate and share with the staff research-based best strategies that were implemented. Additionally, bi-weekly staff meetings will be devoted to grade level and content collaboration to address the Big Ideas school-wide.

UNIVERSITY**YES** ACADEMY

	TUESDAY	WEDNESDAY	THURSDAY
1st WEEK OF THE MONTH	K-5 Math	6-8 Science/Math 6-8 Reading	K-5 Science
2nd WEEK OF THE MONTH	K-5 Writing		K-5 Soc. Stud. 6-8 Writing
3rd WEEK OF THE MONTH	K-5 Math	6-8 Science/Math 6-8 Reading	K-5 Science
4th WEEK OF THE MONTH	K-5 Writing		K-5 SFA 6-8 Writing

This is a set schedule of PLC's, however, other PLC's or planning may take place based on need.

Professional Development Norms:
- Be on time
- Come prepared
- Be open-minded
- Ask questions for clarity

Title 1 funds will be utilized to support professional development beyond the school day. The central theme and focus will be to understand and develop best practices to implement the Big Ideas. Using data to drive instruction will be emphasized at all grade levels by having all staff members facilitate classroom instruction by way of the instructional learning cycle throughout the school year. Teachers will be provided opportunities to receive professional development training based on PLC, RTI, and data results from the core subject areas of reading, math, writing, social studies, and science. As a means of implementation, staff members will be expected to display data, conduct student conferences to discuss and monitor progress, provide additional support as needed, and inform and involve parents in the students' academic progress. It will be the responsibility of the principal and the curriculum coaches to monitor and track staff progress through classroom observations throughout the school year. Curriculum coaches will support staff members in all content areas as needed to enhance instructional practices and learning. Based on the classroom observations, teachers will also be provided specific professional development training in identified areas of need. Data from the observations will be used to develop individual growth plans with the focus on creating more effective teaching strategies to improve academic growth and performance standards. The utilization of the PLCs and identified workshops will also aid in addressing each teachers' needs pertaining to their professional growth and development.

Staff members will be expected to develop Professional Development Plans (PDP) as an essential tool for enhancing their individual teaching and learning needs. All teachers will be expected to continue implementing student learning goals (as identified from NWEA data in reading, language and math), collecting artifacts, and provide data documentation.

The school leadership team will receive professional development to continue broadening their leadership skills as instructional leaders in supporting staff members to become more reflective, maintain accurate records, grow and develop professionally, effectively utilize data to increase student achievement by supporting individual student needs. Also essential to implementing the Big Ideas will be the need for competency with technology. Staff members requiring technology support will be assisted by the district technology team as needed. As an intricate part of the PLC, technology updates will be provided during specific staff meetings.

NPFE — NEW PARADIGM FOR EDUCATION

DATE	TRAINING	TRAINER	LOCATION	TIME	CM/DI
June 22, 2016	Leadership Training	Kimberly Bland	Skyline	7hrs.	
June 23, 2016	Leadership Training Solutions	Amanda Nappier	Skyline	7hrs.	
June 24, 2016	Leadership Training	Kimberly Bland	Skyline	7hrs.	
July 11, 2016	Relay	Un-Common Schools	Philadelphia	7hrs.	DI
July 12, 2016	Relay	Un-Common Schools	Philadelphia	7hrs.	DI
July 13 2016	Relay	Un-Common Schools	Philadelphia	7hrs.	DI
July 14, 2016	Relay	Un-Common Schools	Philadelphia	7hrs.	DI
July 15, 2016	Relay	Un-Common Schools	Philadelphia	7hrs.	DI
July 16, 2016	Relay	Un-Common Schools	Philadelphia	7hrs.	DI
July 17, 2016	Relay	Un-Common Schools	Philadelphia	7hrs.	DI
July 18, 2016	Relay	Un-Common Schools	Philadelphia	7hrs.	DI
July 19, 2016	Relay	Un-Common Schools	Philadelphia	7hrs.	DI
July 20, 2016	Relay	Un-Common Schools	Philadelphia	A 7hrs.	DI
July 21, 2016	Relay	Un-Common Schools	Philadelphia	7hrs.	DI

PROFESSIONAL DEVELOPMENT SCHEDULE 2016-2017

DATE	TRAINING	TRAINER	LOCATION	TIME	CM/DI
July 22, 2016	Relay	UnCommon Schools	Philadelphia	7hrs.	DI
July 25, 2016	Admin Training Principal's Book Club	Amrutha Nagarajan	Skyline	7hrs.	DI
July 26, 2016	Admin Training	Amrutha Nagarajan	Skyline	7hrs.	DI
July 27, 2016	Admin and Coach Training	Lawrence Hood	Skyline	7hrs.	DI
July 28, 2016	Admin and Coach Training	ASCD	DEPSA	7hrs.	DI
July 29, 2016	Admin and Coach Training	Barbara Ben Curran	Skyline	7hrs.	DI
August 8, 2016	Next-Generation Admin		Science Center	7hrs.	DI
August 23, 2016	AdvancedED Principals		Lansing	7hrs.	

DIRECTORS, PRINCIPALS
DIRECTORS, PRINCIPALS, Coaches

PROFESSIONAL DEVELOPMENT SCHEDULE (2016-2017)

DATE	TRAINING	TRAINER	LOCATION	TIME	CM/DI
August 8, 2016	Handbooks - Deep Dive	Principals	DEPSA Media Center	7hrs.	
August 9, 2016	Eureka Math Understanding Major Work of the Grade ALL K-2, 3-5, 6-8, 9-12 Math	Eureka Math Trainers	K-2 ECE Rm. 157 3-5 ECE Rm. 161 6-8 ECE Rm. 163 9-12 ECE Rm. 164	7hrs.	DI
	6-8 DEPSA/UYA - only Science, ELA, SS 9-12 Science, ELA, SS	Principals	ECE Cafe Rooms Ready Character Camp/Service Learning		
August 10, 2016	Eureka Math Preparation/Customization ALL K-5 Math, ALL 6-12 Math + 6-8 (Loving/Glazer/GPA)	Eureka Math Trainers	K-5 DEPSA K8 Café 6-12 ECE Rm. 157	7hrs.	DI
	6-8 DEPSA/UYA - only Science, ELA, SS 9-12 Science, ELA, SS	Principals	ECE Cafe Character Camp/Service Learning		
August 11, 2016	SPED/504's – AM Solutions - PM	SPED Team Garvin	DEPSA Media Center	7 hrs.	DI
August 12, 2016	NPFE Team Building	Perkins	TBD	7hrs.	
August 15, 2016	K-2 Writing Teachers + Fine Arts/Interventionist	Andrea	DEPSA Media Center	7hrs.	DI
	ALL 3-5 Teachers 6-8 Glazer/Loving/UYA/GPA	Principals	DEPSA K8 Café Service Learning/PBiS		
August 16, 2016	3-5 Writing Teachers + Fine Arts/Interventionists	Andrea	DEPSA Media Center	7hrs.	DI
	K-2 Teachers 6-8 Glazer/Loving/UYA/GPA	Principals	DEPSA K8 Cafe Service Learning Projects/PBiS		
August 17, 2016	6-12 Writing (ALL Teachers) + Fine Arts/Interventionists	Andrea	DEPSA Media Center	7hrs.	DI
	Opening Day Presentations ALL K-5 Teachers UYA/CP/DEPSA + Fine Arts/Interventionists Strategic Planning Loving/Glazer/GPA	Principal	DEPSA K8 Cafe	7hrs.	

DATE	TRAINING	TRAINER	LOCATION	TIME	CM/DI
August 19, 2016	Stem Scopes Science + Returning SPED	Heather Wilde	DEPSA K-8 Cafe	7hrs.	DI
	Social Studies ALL New Teachers	Instructional Coaches K-2nd Fortier 3rd Jones, Pistolesi 4th-5th Shier 6th-12th S. Opfermann	K-2 ECE Rm. 157 3rd ECE Rm. 161 4-5 ECE Rm. 164 6-12 ECE Rm. 165	7hrs.	DI
	9-12 ELA/MATH/SCIENCE 6-8 ELA/MATH DEPSA/UYA - only	Principals	ECE Café Rooms Ready Character Camp/Service Learning		
August 22, 2016	SFA-Overview/GAT2 ALL New K-8 Reading Staff +New Interventionists New SPED	Amanda Nappier Erin Stechich	DEPSA/UYA ECE Rm. 161 Loving/Glazer/Global/ CollegePrep ECE Rm. 164	7hrs.	DI
	6-8 Science/Math/SS DEPSA/UYA - only 9-12 All Subjects	Principals	ECE Café Rooms Ready		
August 23, 2016	Success For All Initial Training ALL New K-8 Reading Staff + New Interventionist New SPED	Amanda Nappier Erin Stechich	Kinder ECE Rm. 163 Roots ECE Rm. 165 Wings ECE Rm. 157 Edge ECE Rm. 166	7hrs.	DI
	6-8 Science/Math/SS DEPSA/UYA - only 9-12 All Subjects	Principals	ECE Café Rooms Ready		
August 24, 2016	Success For All Initial Training ALL New K-8 Reading Staff + New Interventionist New SPED	Amanda Nappier Erin Stechich	Kinder ECE Rm. 163 Roots ECE Rm. 165 Wings ECE Rm. 157 Edge ECE Rm. 166	7hrs.	DI
	6-8 Science/Math/SS DEPSA/UYA - only 9-12 All Subjects	Principals	ECE Café Rooms Ready		
August 25, 2016	Academy Culture Rooms Ready ALL STAFF	Principals	School Campuses	7hrs.	CM
August 26, 2016	Day One Ready ALL STAFF	Principals	School Campuses	7hrs.	CM

August 29, 2015	Shadowing DEPSA – AM NWEA – PM (DEPSA/UYA/GPA)	On-Site NWEA	DEPSA	7hrs.	DI
	PBiS/Committee Sign Up (Loving/Glazer/CollegePrep)	Principals	School Campuses		
August 30, 2016	Shadowing DEPSA – AM (DEPSA/UYA/GPA) PBiS/Committee SignUp - PM	On-Site Szymanski	DEPSA - AM DEPSA - PM	7hrs.	DI
	Loving/Glazer/CollegePrep NWEA - PM	NWEA - PM	Loving		
August 31, 2016	(UYA/GPA) CFU/DDI – AM Day 1 Procedures - PM	Szymanski Principals	UYA School Campuses		
September 1, 2016	Day One Ready! Classroom Walkthroughs Day One Procedures	Principals DOA's	UYA	7hrs.	DI

PROFESSIONAL DEVELOPMENT SCHEDULE (2016-2017)

DATE	TRAINING	TRAINER	LOCATION	TIME	CM/DI
August 29, 2015	Shadowing DEPSA – AM NWEA – PM (DEPSA/UYA/GPA)	On-Site NWEA	DEPSA	7hrs.	DI
	PBiS/Committee Sign Up (Loving/Glazer/CollegePrep)	Principals	School Campuses		
August 30, 2016	Shadowing DEPSA – AM (DEPSA/UYA/GPA) PBiS/Committee SignUp - PM	On-Site Szymanski	DEPSA - AM DEPSA - PM	7hrs.	DI
	Loving/Glazer/CollegePrep NWEA - PM	NWEA - PM	Loving		
August 31, 2016	(UYA/GPA) CFU/DDI – AM Day 1 Procedures - PM	Szymanski Principals	UYA School Campuses		
September 1, 2016	Day One Ready! Classroom Walkthroughs Day One Procedures	Principals DOA's	UYA	7hrs.	DI

DATE	TRAINING	TRAINER	LOCATION	TIME	CM/DI
September 30, 2016	NWEA Training Leaders Coaches New Staff Returning Staff	NWEA Trainers	TBD	4/8hrs.	CM
October 21, 2016	Data Reflection	Principals DOAs	TBD	7hrs.	DI
November 23, 2016	Data Day	Principals DOAs Coaches	TBD	7hrs.	DI
February 10, 2016	Data Day	Principals DOAs Coaches	TBD	7hrs.	DI
March 31, 2016	Data Reflection				

NEW STAFF
RETURNING STAFF
ALL STAFF
FINE ARTS
TUTOR/INTERVENTIONIST

As a means of empowering the UYA staff, all decisions pertaining to professional development will be decided at the building level. Staff member needs, individually and collectively, will be combined with the results of analyzed data from the various forms of assessment. Professional development activities will be aligned to the State Of Michigan's Professional Development Standards in conjunction with common core state standards in all core subject areas. To maintain an on-going focus and support of the professional development plan for the UYA staff, the leadership team, curriculum coaches, and the School Improvement Team will be the driving forces in the implementation and application of the plan in the daily practices of the staff. The University YES Academy Academy Professional Development Plan calendar is attached.

All teachers are expected to give a brief synopsis as to what they learned from their professional development training/sessions if the PD or training was NOT attended by the entire staff via email or verbal overview during a staff meeting proceeding two weeks after the PD session. Each teacher and staff member is expected to complete a Professional Learning Plan indicating their weaknesses and strengths and identify which professional development training they will need to strengthen their weaknesses. Through the process of reviewing lesson plans, formal and informal observations, the principal and curriculum coaches will determine if the concepts and skills gathered in professional development training are being implemented.

Requirement #5: Implement strategies to recruit and retain staff with skills necessary to meet the needs of students in a transformational school. These can include strategies such as financial incentives, increased opportunities for promotion and career growth and more flexible work conditions.
Indicator 5A: In your response, identify the strategies the district will use to recruit teachers to this school based on student needs and assign teachers to this school based on student needs.
Indicator 5B: In your response, identify the strategies the district will use to retain teachers at this school.

Taking on leadership roles within the building and working together as a team respecting each other opinions, trusting each other, and holding all staff members accountable will lead to a better atmosphere to promote student growth and ownership of the building. Additionally, if approved by the network, UYA staff members who meet or exceed 20% growth on district and statewide assessments would receive stipends or bonuses of no more than $600.00 for outstanding gains in individual classrooms pertaining to math, science, and writing.

Furthermore, additional incentives include:
- Differentiated Instruction workshops
- Professional development aligned to state performance standards
- Competitive salaries
- Looping with students to next grade level
- Based upon budget, enrollment and performance staff bonus and tuition reimbursement are available.
- In 2017-2018 teachers will be allowed to teach the subject he/she is the strongest in.

These incentives will be measured by using the data from NWEA, MSTEP, Quarterly assessments, ANET assessments, and student report cards

NEW PARADIGM FOR EDUCATION
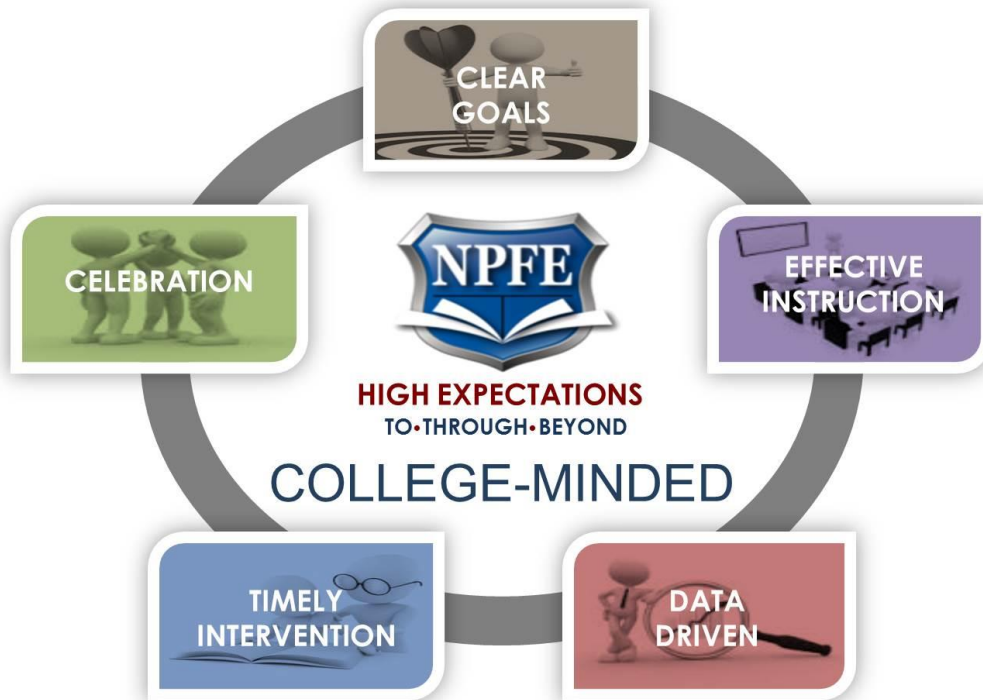
CANDIDATE SELECTION PROCESS

NPFE STAFFING PLAN
INTERVIEW MODEL OVERVIEW

ACTIVITY 1: TEAM INTERVIEW W/RUBRIC	30-45 Min.	DAY 1
IM: CLEAR GOALS: - **Content Knowledge** - **Know what mastery looks like** - **Monitor student understanding** - **Rigorous Lessons/Planning that is data driven**	**RATING** **1 – Unacceptable** **2 – Minimally Acceptable** **3 - Proficient** **4 – Advanced**	**COMMENT**
IM: EFFECTIVE INSTRUCTION: - **Teaching for Student Differences** - **Rigor and Relevance** - **Prioritizing** - **Openness to Feedback and ability to apply** - **Attitudes and Beliefs** - **Maintain High Expectations in a culture of Excellence** - **Classroom Management**	**RATING** **1 – Unacceptable** **2 – Minimally Acceptable** **3 - Proficient** **4 – Advanced**	**COMMENT**
IM: DATA DRIVEN: - **Data Literate/Analysis (Ability to read a summative report)** - **Ability to measurable instructional goals and demonstrate use of data in instruction** - **Create frequent formative assessment** - **Participate in professional learning communities** - **Focused instructional interventions**	**RATING** **1 – Unacceptable** **2 – Minimally Acceptable** **3 - Proficient** **4 – Advanced**	**COMMENT**
IM: TIMELY INTERVENTION - **Setting goals with students** - **Timely/Targeted** - **Strategies for parents** - **RTI** - **Parent Communication** - **DI** - **Grouping** - **Progress Reports** - **Tutoring** - **Phone Logs** - **Timely/Proactive/Consistent Support**	**RATING** **1 – Unacceptable** **2 – Minimally Acceptable** **3 - Proficient** **4 – Advanced**	**COMMENT**
IM: CELEBRATIONS - **Hitting Goals** - **Reaching "I Can" statement** - **Awards** - **Points** - **Parties** - **Awards Ceremonies** - **Positive Communication w/parents**	**RATING** **1 – Unacceptable** **2 – Minimally Acceptable** **3 - Proficient** **4 – Advanced**	**COMMENT**

ACTIVITY 2: Data Analysis 30 Min		DAY 1
IM: CLEAR GOALS - **Know what mastery looks like** - **Create a plan of correction**	**RATING** **1 – Unacceptable** **2 – Minimally Acceptable** **3 - Proficient** **4 – Advanced**	**COMMENT**
IM: EFFECTIVE INSTRUCTION - **Assessment for Learning** - **Prioritizing** - **Attitudes and Beliefs** - **Maintain High Expectations in a culture of Excellence**	**RATING** **1 – Unacceptable** **2 – Minimally Acceptable** **3 - Proficient** **4 – Advanced**	**COMMENT**
IM: DATA DRIVEN - **Data Literate/Analysis (Ability to read a summative report)** - **Ability to measurable instructional goals and demonstrate use of data in instruction** - **Create frequent formative assessment** - **Participate in professional learning communities** - **Focused instructional interventions**	**RATING** **1 – Unacceptable** **2 – Minimally Acceptable** **3 - Proficient** **4 – Advanced**	**COMMENT**
IM: TIMELY INTERVENTION - **Setting goals with students** - **Timely/Targeted** - **Strategies for parents** - **RTI** - **Parent Communication** - **DI** - **Grouping**	**RATING** **1 – Unacceptable** **2 – Minimally Acceptable** **3 - Proficient** **4 - Advanced**	**COMMENT**
- **Progress Reports** - **Tutoring** - **Phone Logs** - **Timely/Proactive/Consistent Support**		
IM: CELEBRATIONS - **Hitting Goals** - **Awards** - **Points** - **Parties** - **Awards Ceremonies** - **Positive Communication w/parents**	**RATING** **1 – Unacceptable** **2 – Minimally Acceptable** **3 - Proficient** **4 – Advanced**	**COMMENT**

ACTIVITY 3: VIDEO OBSERVATION 40 MIN.		DAY 1
IM: CLEAR GOALS: - **Content Knowledge** - **Delivery of Instruction** - **Know what mastery looks like** - **Monitor student understanding** - **Rigorous Instruction** - **Classroom Management** - **Rigorous Lessons/Planning that is data driven**	**RATING** **1 – Unacceptable** **2 – Minimally Acceptable** **3 - Proficient** **4 – Advanced**	**COMMENT**
IM: EFFECTIVE INSTRUCTION: - **Instructional Delivery** - **Student-Centered Classroom (Teacher vs. Student Talk)** - **Rigor and Relevance** - **Assessment for Learning** - **Prioritizing** - **Maintain High Expectations in a culture of Excellence** - **Classroom Management**	**RATING** **1 – Unacceptable** **2 – Minimally Acceptable** **3 - Proficient** **4 - Advanced**	**COMMENT**
IM: CELEBRATIONS - **Hitting Goals** - **Reaching "I Can" statement** - **Awards** - **Points** - **Parties** - **Awards Ceremonies** - **Positive Communication w/parents**	**RATING** **1 – Unacceptable** **2 – Minimally Acceptable** **3 - Proficient** **4 - Advanced**	**COMMENT**

Activity 4: CCSS Unpacking and Mini Lesson (20 Min.) Debrief (15 Min) Total Time 35 min		DAY 2
IM: CLEAR GOALS - **Content knowledge** - **Delivery of Instruction** - **Planning** - **Rigor Lessons/Planning that is data driven** - **Classroom Management**	*RATING* **1 – Unacceptable** **2 – Minimally Acceptable** **3 - Proficient** **4 - Advanced**	*COMMENT*
IM: EFFECTIVE INSTRUCTION - **Instructional Delivery** - **Teaching for Understanding** - **Student-Centered Classroom (Teacher vs. Student Talk)** - **Teaching for Student Differences** - **Rigor and Relevance** - **Assessment for Learning** - **Openness to Feedback and ability to apply** - **Attitudes and Beliefs** - **Maintain High Expectations in a culture of Excellence** - **Classroom Management**	*RATING* **1 – Unacceptable** **2 – Minimally Acceptable** **3 - Proficient** **4 - Advanced**	*COMMENT*

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Activity 5: CMO INTERVIEW		DAY 2
IM: CLEAR GOALS - **Content knowledge** - **Delivery of Instruction** - **Planning** - **Rigor Lessons/Planning that is data driven** - **Classroom Management**	*RATING* **1 – Unacceptable** **2 – Minimally Acceptable** **3 - Proficient** **4 - Advanced**	*COMMENT*
IM: EFFECTIVE INSTRUCTION - **Instructional Delivery** - **Teaching for Understanding** - **Student-Centered Classroom (Teacher vs. Student Talk)** - **Teaching for Student Differences** - **Rigor and Relevance** - **Assessment for Learning** - **Openness to Feedback and ability to apply** - **Attitudes and Beliefs** - **Maintain High Expectations in a culture of Excellence** - **Classroom Management**	*RATING* **1 – Unacceptable** **2 – Minimally Acceptable** **3 - Proficient** **4 - Advanced**	*COMMENT*

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CANDIDATE!PHONE!SCREENING!	
Summary!	Human!Resources!will!pre=screen!candidate!to!determine!if! candidates!will!proceed!to!the!NPFE!interview!process.!!
Overview!	· To!screen!candidates!for!the!purpose!of!going!through! the!interview!process.!!
Audience!	Human!Resources!
NPFE! Instructional! Model! Assessed!	· Clear!Goals! · Effective!Instruction! · Timely!Intervention! · Celebrations!
Estimated! Time!	(5=10!min)! !

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NPFE!QUESTION!ITEM!BANK!	
Summary!	Principals!can!use!this!bank!to!ask!candidates!specific! questions!that!align!to!NPFE!Instructional!Model.!
Overview!	· Each!section!of!our!Instructional!Model!is!accompanied! by!several!questions!a!principal!or!hiring!team!can!use! during!the!interview!process.!! ! · There!are!also!questions!that!allow!a!principal!to!gauge! school!fit!and!extracurricular!leadership.! !
Audience!	Hiring!Committee!
NPFE! Instructional! Model! Assessed!	· Clear!Goals! · Effective!Instruction! · Data!Driven! · Timely!Intervention! · Celebrations!
Estimated! Time!	Will!Vary!

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Team Interviewing Rubric
INTERVIEWER CRITIQUE

Interviewer's Name: _____

Criteria	1 – Unacceptable	2 – Minimally Acceptable	3 - Proficient	4 - Advanced	Score
Content of Questions	Inappropriate questions asked to illicit responses. Lacked variety in type and form of questions.	Few substantive/pertinent questions asked. Very little variety in type and form of questions.	Some substantive/pertinent questions. Some variety in type and form of questions.	Mostly substantive/pertinent questions. A lot of variety in type and form of questions.	Score: ___
Organization of the Interview	Little or no structure present. Presentation is confusing to the audience; no logical sequence of ideas; frequently off topic. Interview falls well outside set time parameters.	Identifiable structure is present but inconsistently executed; may contain several statements out of place and occasionally deviate from topic. Presentation falls slightly outside set time parameters	Identifiable structure is present and consistently executed with few statements out of place. Presentation meets set time parameters.	Identifiable structure is presented in a purposeful, interesting, and effective sequence and remains focused. Presentation makes full, effective use of time and stays within time parameters.	Score: ___
Language	Grammar, pronunciation, and/or word choice are severely deficient. Interviewer does not use professional language.	Isolated errors in grammar, pronunciation, and/or word choice reduce clarity and credibility.	Presentation is free of serious errors in grammar, pronunciation, and/or word usage. Interviewer sounds mostly professional.	Presentation is free of errors in grammar and pronunciation; word choice aids clarity and vividness. Professional language.	Score: ___
Appropriate-ness	Content and/or style are frequently inappropriate to the audience and/or context. Dress is not professional.	Content and/or style are occasionally inappropriate to the audience and/or context. Dress is somewhat professional.	Content and/or style are consistently appropriate to the audience, and/or context. Dress is professional.	Content and/or style are consistently appropriate and targeted to the interviewee and the specific context. Dress is professional.	Score: ___
Delivery	Delivery is distracting or awkward and not commanding for an interview. Long silences or too much talking on the part of the interviewer.	Delivery neither enhances nor hinders performance. Appropriate gestures are communicated and some distracting mannerisms are visible.	Delivery is clear and commands the interview. Voice and body are evenly matched and appropriately managed for the situation.	Vocal and non-verbal delivery are well developed and enhance the interview experience.	Score: ___

Total: _____

Score of Interviewee: Score (out of 20)   _____

DATA ANALYSIS EXERCISE	
SUMMARY	After completing this activity, a principal is better equipped to assess how a teacher would effectively use data to plan and drive quality instruction.
OVERVIEW	· Candidate is provided with a student dataset to evaluate. · Candidate uses the data to identify student weaknesses and develop a lesson outline to address those weaknesses Optional: · Hiring committee extends this activity to assess for Professionalism, Communication, and school fit qualities like collaboration and team culture. · Candidate engages in and leads a group discussion around the strategies that he/she outlined.
AUDIENCE	HIRING COMMITTEE
NPFE INSTRUCTIONAL MODEL	J DATA DRIVEN! J CLEAR GOALS!
ESTIMATED TIME	30 MIN

Teacher Name:

Grade Level: 5th Grade**/MATH/Week of:**

Objective/Common Core/I Can Statement:	Skill(s) Being Taught:	Vocabulary:

Day	KFC	Teacher-Directed Lesson	Student Application/Activity	Evaluation
Mon.				
Tue.				
Wed.				
Thurs.				
Fri.				

Technology Integration:	Special Education Modifications:	Materials/Resources:	Homework:

Research suggests that Principals must be thought of as the primary leader in teacher-retention (Hewitt, 2010). This means that the Principal must be involved with the new teacher before school begins and must be the primary mentor for the first three years. The Principal is highly involved with the candidate from the outset. When looking at other portions of this plan related to professional development and teacher evaluation, you will note that we already have employed good strategies to ensure that Principals act in a coaching capacity to our new staff. Whereas a lead teacher or "seasoned teacher" acts as a "guide", the Principal (in conjunction with the Director and Coaches) are able to provide coaching and support to every teacher to ensure their success and growth.

Professional Development: Our report speaks much more about professional development in other sections, but suffice to say, we invest heavily (both financially and with time) in professional development. Our teachers hear from internal and external experts about instructional best practices, content, culture, management, and much more. One area where we have received much positive anecdotal feedback is related to our intentional hours spent in PD.

Leadership Opportunities: New Paradigm For Education and University YES Academy is proud to have a number of leadership opportunities available to teachers. These include:
 - Lead Teachers: Each grade level/content area within each school has a "lead" who is someone with a track record of success in that content area. This position is a jumping off point for someone who eventually wants to become one of our Instructional Coaches.
 - Grade Level Chairs: This teacher is selected based on a track record of success with culture and management. The person selected for this role might eventually think about becoming a Dean of Students*
 - Teacher-Led Committees: Teachers are asked to participate on Solutions committees based on their own area of interest, and the formed committee designations included: Attendance, Cooperative Culture (PBiS), Family and Community Engagement, Parent Involvement, and Intervention. These committees worked together over several months to conduct needs assessments and make recommendations.

Research includes the following articles:

Cooper, L. (2010, October 28). Hiring and Keeping the "Best" Teachers. ASCD Express, 6 (2).
Hewitt, Paul. (2010, October 28). Retaining New Teachers: Supportive Principals Needed. ASCD Express, 6 (2).
"Implementing and Managing Onboarding Programs: Learning and Development Roundtable and Recruiting Roundtable", Research paper published by the Corporate Executive Board (2006).
"Overcoming New Hire Derailers", Research paper published by the Corporate Executive Board (2003).
"Talent Acquisition, Sourcing, and Recruiting Peer Group: Developing an Effective Employee Onboarding Program", Research paper published by the Corporate Executive Board (2006).

NPFE

NEW PARADIGM
FOR EDUCATION $

At New Paradigm for Education, we deeply value growing talent from within. Because of our commitment to leadership and growth, we provide a number of leadership pathways for our teachers and school leaders. Join an award-winning network that believes that leaders are worth growing!

TEACHER AND TEACHER LEADER PATHWAYS $

Teacher (Level 1): Level 1 teachers sometimes perform at high levels, with basic levels of instructional knowledge.

Teacher (Level 2): Level 2 teachers often perform at high levels, with some knowledge of instructional best practices.

Teacher (Level 3): Level 3 teachers consistently (mostly) perform at a high level, with significant levels of instructional knowledge, and proactively model and lead.

Teacher (Level 4): Level 4 teachers always perform at a high level, have mastery level knowledge of instructional best practices, and serve as models and leaders for teachers on their teams.

Lead Teacher: Lead Teachers are Level 4 teachers who remain in the classroom, while also serving as the lead for a grade level team and mentoring/coaching 2-5 teachers.

Instructional Coach: Instructional coaches own content area(s) from the beginning to end – including planning, instruction, classroom coaching, DDI, and professional development. Additionally, they develop teachers on building relationships and leadership competencies.

For more information, contact the HR Department at 313-833-1100

NEW PARADIGM FOR EDUCATION
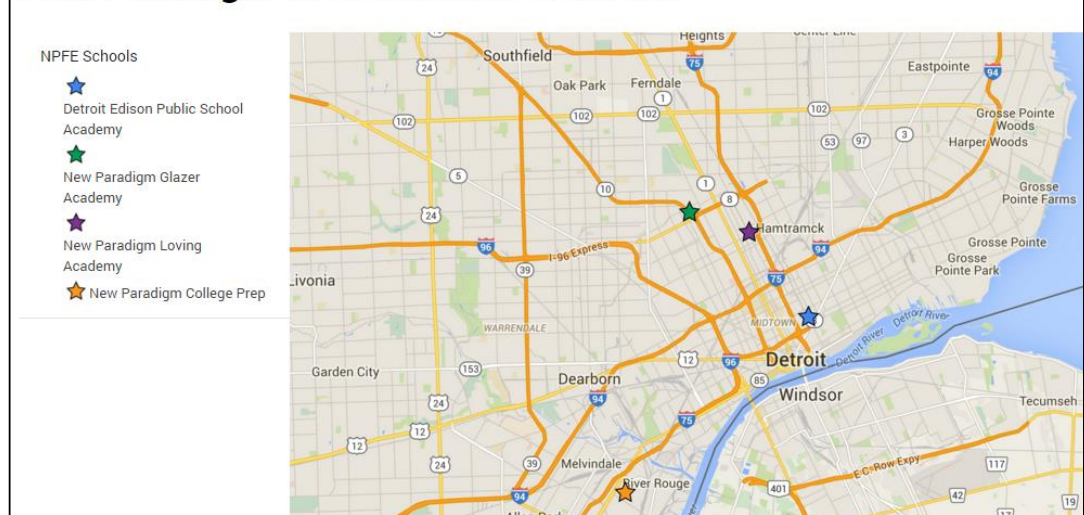
SCHOOL LEADER PATHWAYS

Instructional Coach: Instructional coaches own content area(s) from the beginning to end – including planning, instruction, classroom coaching, DDI, and professional development. Additionally, they develop teachers on building relationships and leadership competencies.

Assistant Principal/Dean: The Assistant Principal/Dean plays a major role in school culture (e.g. PBIS, RTI), including staff culture, student discipline and policies, and relationships with students, parents, and families. Additionally, the assistant principal is ready and willing to step into leadership as needed on any of the school leader competencies, including instructional leadership.

Principal in Residence: The Principal in Residence is a 1-2 year assignment where the resident works closely with the CAO and other principals to learn and build skills around the necessary school leader competencies. Responsibilities will vary and will be based on the needs of the schools / leaders, but may include filling in for leaders who aren't in the building, classroom coaching, and leading professional development.

Entry Level Principal: An entry level Principal owns and leads setting and implementing the instructional vision, operations, school culture, and relationships for the entire school. They spend the majority of their time as instructional leaders by working directly with teachers in classrooms, supporting instructional coaches, and leading the data driven instruction process.

Experienced Principal: An experienced Principal owns and leads setting and implementing the instructional vision, operations, school culture, and relationships for the entire school. They spend the majority of their time as instructional leaders by working directly with teachers in classrooms, supporting instructional coaches, working with Directors of Achievement, and leading the data driven instruction process. An experienced principal is able to build the capacity of other leaders. They may be responsible for managing assistant principals.

Director of Achievement: Based at the network level, the Director of Achievement coaches and manages all of the instructional coaches across all campuses. They maintain a high level view and analysis of what is happening instructionally across the network. The Director of Achievement works with the CAO, principals, and coaches to ensure consistency and effectiveness of instructional priorities across all schools.

For more information, contact the HR Department at 313-833-1100

Requirement #6: Use data to identify and implement an instructional program(s) that is based on research and aligned from one grade to the next, as well as with state academic standards.

Indicator 6A: In your response, detail the process the school used to select an instructional program. The process must address how the school used a diagnostic process that (a) used multiple data sources to understand priority designation, (b)links the instructional program to disaggregated data by subject, grade level, and subgroups, (c) identified and prioritized underlying causes of low student performance, (d) describe a three-year sequence for improving instruction in all content areas related to priority school designation.

Indicator 6B: In your response, describe your instructional program. The school's instructional program must: (a) reflect the "Big Ideas", (b) include specific teaching and learning strategies for building-wide implementation, (c) align with career & college ready standards, (d) align from one grade level to the next, (e) be based on research, and (f) identifies timelines, resources, and staff responsible for implementation of the instructional program.

READING

Kindergarten: KinderCorner (Success For All)

KinderCorner is a comprehensive kindergarten program based on research indicating that young children learn best when material is delivered holistically rather than in isolation. Using a thematic approach to learning, it addresses all key developmental for early learners. KinderCorner helps children make sense of the world around them, fostering the development of their language, literacy math, and interpersonal and self-help skills, as well as science and social studies concepts. KinderCorner is aligned to the <u>Common Core state standards</u> for literacy. It ensures that every child enters the first grade with the language skills, early literacy, numeric concepts, social skills, self-help skills and self-confidence necessary for success in the elementary grades.

KinderCorner provides kindergartners with the same type of experiential and child-centered curriculum that is the foundation of PreK. KinderCorner provides a balance between child-initiated activities and teacher-directed instruction, with emphasis given to oral-language and literacy development. It consists of 16 thematic units that are designed to relate to children's lives, interests and surroundings, and introduce them to concepts that are then explored and reviewed through concrete, integrated, theme-related activities.

KinderCorner specifically targets language and literacy development through the discussion of thematic concepts to promote the children's phonological awareness, phonemic awareness and oral-language development. These activities include interactive storytelling, action songs and rhymes, and verbal guessing games. Each day, children choose learning labs and engage in reflection activities to promote their problem-solving skills. Students also read KinderCorner concepts-of-print books, which helps them to develop phonics and other reading-readiness skills.

Beginning halfway through the school year, formal reading instruction is introduced through KinderRoots. With fun lessons and shared stories, students are exposed to the use of sound blending, and strategies for word recognition and text comprehension as they read phonetically controlled text.

Lesson Components

GREETINGS, READINGS, & WRITINGS
welcomes children into the classroom to begin the day with reading, writing, and other meaningful activities.

GATHERING CIRCLE
settles children into a sharing time to promote oral-language development and a sense of community. They learn vocabulary and thematic concepts for the day. Kindergartners are introduced to Getting Along Together skills and strategies that carry on through later grades.

THEME EXPLORATION
introduces the daily content focus through the Daily Message. Students explore thematic concepts through books, background videos, vocabulary, and other interactive activities.

RHYME TIME
promotes phonological and phonemic awareness and supports theme-related vocabulary through rhymes, songs, and games.

STORY TELLING AND RETELLING (STAR)
engages children in wonderful, age-appropriate literature as they make predictions, recall events, and learn new, theme-related vocabulary. The children retell and act out the story and learn story elements through high-level questions.

LEARNING LABS

engages children in play and hands-on exploration as they build their own understandings of thematic concepts and math and literacy skills.

15-MINUTE MATH

engages students in a brief, daily routine of mathematics activities connected to everyday situations.

SNACK/OUTSIDE/GROSS-MOTOR PLAY

enhances children's interpersonal, self-help, and gross-motor skills through interactions with peers and adults.

STEPPING STONES AND KINDERROOTS

provide structured reading instruction. Stepping Stones activities expose children to letter-sound connections, sound blending, segmenting, and concepts of print. The children are then introduced to the KinderRoots Shared Stories to engage in partner reading and repetition of phonetically regular text.

MATH

emphasizes number-concept awareness and math-skills development as students construct their understanding of mathematics by engaging in hands-on, language-based, problem-solving activities.

LET'S DAYDREAM

provides poetry or beautiful prose filled with imagery that children listen to as they rest.

WRITE AWAY

has children writing about whatever they wish or responding to theme-related suggestions by the teacher.

LET'S THINK ABOUT IT

reinforces skills and concepts that children have learned during the day.

HOME LINK

promotes family involvement in children's education through an activity that links what children learn at school with their life outside of school.

Kindergarten teachers receive all the necessary instructional materials to implement the KinderCorner program, including:

- A KinderCorner Teacher's Manual that provides an overview of the program, including chapters on the curriculum components, teaching reading, teaching strategies, family and teacher support, and assessment.
- Sixteen theme guides, the backbone of KinderCorner, providing daily lesson plans, materials lists, objectives, vocabulary, a detailed description of each component and a letter for parents.
- Four kits containing children's books, posters and other manipulative materials that introduce and support the concepts and vocabulary of each theme.
- Concepts-of-print books. In the early units, students develop reading-readiness skills as they read two colorful concepts-of-print books each week. The books are then sent home to be shared with families. Many of the books are accompanied by colorful Big Book versions to help teachers focus on punctuation and other print features. In later units, Big Books are provided to teach thematic concepts.
- Nineteen KinderCorner Shared Stories. A powerful literacy strand includes colorful stories with decodable text. Children's versions help them build a library at home as they master reading.
- Multimedia support – available on DVD or as software for interactive-whiteboard users – offers many fun and engaging videos to accompany instruction.
- Interactive-whiteboard software that comes loaded with audio and visual supports to enhance instruction.*
- Rhyme cards, phonics picture cards, activity cards and posters support instruction of new concepts, concepts of print, and/or the children's practice of skills (sorting, classifying and so on).
- Commercial CDs that enhance lessons with fun rhymes and popular songs.
- Math Home Link pages that the children take home to practice their math skills.
- Access to online data tools that assist in tracking student progress and skill mastery.

1st Grade: Roots (Success For All)

Reading Roots 4th Edition is a 90-minute comprehensive program that targets the needs of beginning readers. It is a research-based beginning-reading program that provides a strong base for successful reading through systematic phonics instruction, supported by decodable stories, along with instruction in fluency and comprehension. Reading Roots 4th Edition is aligned to the common sore state standards and targets phonemic awareness, phonics and oral language development beginning in first grade.

Reading Roots also fosters students' love of reading by providing rich literature experiences, extensive oral-language development and thematically focused writing instruction. These objectives are embedded in a fast-paced, engaging and highly effective instructional process.

Students are assessed and regrouped for reading instruction with other students at their reading level every quarter to ensure that

they receive the most focused instruction. Students are regrouped across grade and class lines so teachers have the advantage of working with readers at a single instructional level. Reading Roots is built around 48 lessons. Separated into four levels, it supports concept development in oral-language development, phonemic awareness, phonics, word skills, fluency and writing. Second and third grade nonreaders can be regrouped into Reading Roots classes.

Reading Roots provides a strong base for successful reading with its emphasis on systematic phonics instruction through FastTrack Phonics. This instruction is supported by decodable stories, and instruction in fluency and comprehension. Reading Roots also fosters students' love of reading by providing rich literary experiences, extensive oral-language development and thematically focused writing instruction.

Reading Roots lessons feature the following parts:

FASTTRACK PHONICS
FastTrack Phonics is a process designed to review and introduce sounds and their written representations through teacher molding with puppets, chants, and games that keep students engaged.

SHARED STORIES
Shared Stories allow teachers to present new meanings and vocabulary and then guides students through reading with their partners, adding teacher text where necessary. Colorful Shared Story books are used by students to develop their decoding, fluency, and comprehension skills.

STORY TELLING AND RETELLING (STAR)
STaR promotes vocabulary and oral-language development through activities, which include: Story Preview, Interactive Story Reading, Story Structure Review, Story Review, Interactive Story Retell, and Story Critiques. Going through the STaR sequence teaches students predicting, clarifying, questioning, summarizing, and visualizing strategies.

LANGUAGE LINKS
Language Links lessons focus on specific skills, like characterization, as applied to their reading. After teacher modeling and guided group practice, using a variety of vocabulary and sentence structures, students complete specific discussion tasks with their partners, teaching them how to use higher-order thinking skills to engage in authentic discussion.

ADVENTURES IN WRITING
Through the Adventures in Writing component, students are able to connect their reading and writing experiences while learning to use a writing process based on the following six steps: prewriting, planning, drafting, checking, polishing, and celebrating.

Reading Roots 4th Edition includes all the elements needed to ensure success: teacher manuals, student materials, initial training for teachers, intensive onsite and telephone coaching, and tools to monitor students progress.

In addition, the following award-winning videos are included to engage and motivate students:
- The Animated Alphabet – cartoons that teach letter-sound correspondence
- The Sound and the Furry – skits starring Alphie the Alligator and his puppet friends help students hear and say sounds in words, blend words, spell, read fluently and comprehend what they read.
- Word Plays – video skits that teach the vocabulary from the SFA Shared Stories that are particularly helpful for English language learners.

Reading Roots 4th Edition–Interactive includes a CD of interactive lessons to be used with a whiteboard*. Highlights of Reading Roots 4th Edition–Interactive include:
- All media traditionally used with the Roots program (letter key cards, picture cards, word cards, animations, puppet skits, word plays, etc.), tightly integrated into lessons so they can be managed and presented by the teacher simply by tapping and dragging on the whiteboard.
- The ability to independently choose a lesson from the CD to reteach a reading lesson.
- New computer activities – such as Break-It-Down, Stretch and Read, and Quick Erase – to ensure student motivation and engagement.
- Brief professional-development clips that model each lesson segment.

2nd – 8th Grades: Wings (Success For All)
Reading Wings 4th Edition is a research-based reading curriculum that provides 90-minute daily lessons and targets the needs of students reading on a second- through sixth-grade level who have successfully learned to decode but need to develop more sophisticated reading skills. Reading Wings 4th Edition targets comprehension, vocabulary and a love of reading, and is fully aligned to the Common Core state standards.
To ensure that students become proficient readers, Reading Wings uses Success for All's core instructional structures to target

vocabulary development, reading comprehension, fluency, oral-language development and written expression by providing students ample opportunities to work with both narrative and expository text.

Targeted Treasure Hunts, a key component of the Reading Wings program, provides instruction focused on targeted reading skills and strategies. All the instruction accompanying each five- or six-day lesson cycle centers around a narrative or expository trade book or basal selection, allowing for background building, specific and technical vocabulary development, utilization of targeted skills, team discussion, relevant writing activities and assessment. Reading Wings also supports reading comprehension through the Savvy Reader. This provides intensive, engaging introductions to each of the four core comprehension strategies – clarifying, questioning, predicting, and summarizing. Additional Savvy Reader lessons provide comprehension strategy instruction throughout the year, reinforced through Targeted Treasure Hunts.

Reading Wings lessons feature the following parts:

TARGETED TREASURE HUNTS
Targeted Treasure Hunts provide instruction in targeted comprehension skills and include vocabulary, fluency, and writing instruction and practice; strategy application continues through the student routines.

TARGETED-SKILL INSTRUCTION
Targeted-skill instruction falls into one of three stages: introduction and definition, prompt and reinforce, or independent use. Program scopes and sequences specify this level and gradually increase level and student responsibility within and across grade levels as they become more adept and independently skillful readers.

THE SAVVY READER
The Savvy Reader provides direct instruction in and practice with specific strategies to engage students and improve their comprehension and overall reading experience. Strategies include clarifying, questioning, predicting, and summarizing.

TIGRRS
TIGRRS provide students with a clear process for understanding expository text.

FLUENCY IN FIVE
During Fluency in Five, teachers model fluency and/or a lack of certain fluency skills to prepare students for partner practice and to earn a fluency score. Students gain further practice by giving feedback through the use of a fluency rubric during video in select lessons.

WORD POWER
Word Power introduces students to word-study skills in all lessons. Word Treasures and visual clues aid students at all levels to understand skills from prefixes to suffixes through Greek and Latin roots and address many standards in the common core.

BOOK CLUB
Book Club allows students to celebrate their self-selected reading! This is the time to showcase what they have read in a creative activity!

ADVENTURES IN WRITING
Through the Adventures in Writing component, students are able to connect their reading and writing experiences while learning to use a writing process based on the following seven steps: planning; drafting; sharing, responding, and revising; editing; rewriting; and celebrating.

Each teacher receives a comprehensive teacher's guide and well-organized lesson guides, powerful video clips for students that introduce critical skills, print and video materials for peer-supported professional development, and ongoing coaching from experienced SFA staff. Reading Wings 4th Edition interactive whiteboard lessons are provided as ActivInspire flipchart files.

MATHEMATICS
K – 8th Grades: Eureka Math

Eureka Math is a complete, PreK–12 curriculum and professional development platform. It follows the focus and coherence of the Common Core State Standards and carefully sequences the mathematical progressions into expertly crafted instructional modules.

The new standards and progressions set the frame. But the instructional shifts that teachers must make to achieve the rigor contained in the CCSS-M is what shaped every aspect of the curriculum. Nowhere are the instructional shifts more evident than in the fluency, application, concept development, and debrief sections that characterize lessons in the PreK–5 grades of *Eureka Math*. Similarly, Eureka's focus in the middle and high school grades on problem sets, exploration, Socratic discussion, and modeling helps students internalize the true meaning of coherence and fosters deep conceptual understanding.

The curriculum is distinguished not only by its adherence to the CCSS. *Eureka Math* is based on a theory of teaching math that is proven to work. That theory posits that mathematical knowledge is conveyed most effectively when it is taught in a sequence that

follows the "story" of mathematics itself. This is why we call the elementary portion of *Eureka Math* "A Story of Units," followed by "A Story of Ratios" in middle school, and "A Story of Functions" in high school. Mathematical concepts flow logically from one to the next in this curriculum.

The sequencing has been joined with methods of instruction that have been proven to work, in this nation and abroad. These methods drive student understanding beyond process, to deep mastery of mathematical concepts. The goal of *Eureka Math* is to produce students who are not merely literate, but fluent, in mathematics.

As extensive as these resources are, ***Eureka Math* is not meant to be prescriptive**. Rather, it is offered as a basis for teachers to hone their own craft. Great Minds believes deeply in the ability of teachers and in their central, irreplaceable role in shaping the classroom experience. To support and facilitate that important work, *Eureka Math* includes:
- Scaffolding Hints—helping teachers support Response to Intervention (RTI).
- Embedded Video—demonstrating classroom practices.
- Consistent Lesson Structure—allowing teachers to focus energy on engaging students in the mathematical story.
- Convenient Interactivity—progressions-based search functionality to permit navigation between standards and related lessons, linking all lessons in a particular standards strand or mathematical progression, and learning trajectory. This functionality also helps teachers identify and remediate gaps in prerequisite knowledge, implement RTI tiers, and provide support for students at a variety of levels.

The latest K–8 reviews from EdReports.org, the independent nonprofit specifically established to vet K–12 curricula, found that Eureka Math remains the clear leader among 20 reviewed math curricula for its focus/coherence, rigor, and usability. EdReports.org released its initial K–8 reviews of widely used math curricula in March 2015. But after pushback from the textbook establishment, it modified its criteria for determining if a curriculum is aligned to the Common Core State Standards and then re-reviewed low-scoring curricula. Since the initial ratings, the organization has released three additional rounds of reviews, the latest this month. Out of 70 possible points per grade, Eureka Math's curricula for elementary grades average 63.0 points, while the next nearest competitor averages just 38.3. In middle school, Eureka Math scores 55.0 points on average, with the nearest competitor scoring 38.3.

Eureka Math connects math to the real world in ways that take the fear out of math and build student confidence—while helping students achieve true understanding lesson by lesson and year after year. The team of teachers and mathematicians who wrote Eureka Math took great care to present mathematics in a logical progression from PK through Grade 12. This coherent approach allows teachers to know what incoming students already have learned and ensures that students are prepared for what comes next. When implemented faithfully, Eureka Math will dramatically reduce gaps in student learning, instill persistence in problem solving, and prepare students to understand advanced math.

Eureka Math serves teachers, administrators, parents, and students with a comprehensive suite of innovative curriculum, in-depth professional development, books, and support materials for everyone involved.

What *Eureka Math* is and is not

Using real world problems	*Not* endless exercises without context
Understanding why	*Not* isolated memorization
Explaining your reasoning	*Not* working alone
Doing math in your head	*Not* relying on a calculator

"Aligned" is not enough

While many curricula and textbooks on the market today describe themselves as being "aligned" with the new standards, the content is virtually unchanged from the past. Publishers have merely associated elements of the outdated content with various new standards. *Eureka Math* was developed specifically to meet the new standards.

Better design yields better results

It's not enough for students to know the process for solving a problem; they need to understand why that process works so they can use it anytime. Teaching mathematics as a story, *Eureka Math* builds students' knowledge logically and thoroughly to help them achieve deep understanding. While this approach is unfamiliar to those of us who grew up memorizing mathematical facts and formulas, it has been tested and proven to be the most successful method in the world.

WRITING

K – 8th Grades: Write Source (Houghton-Mifflin-Harcourt)

Write Source is the only personalized K–12 print and digital program that supports Common Core writing standards. Engaging online technology prepares students to master the writing process, key writing forms, Six Traits, grammar, usage, and mechanics. *Write Source* provides instruction, practice, and assessment designed to promote student success.

When the Common Core State Standards for English/Language Arts were created, the developers envisioned that the standards would "help ensure that all students are college and career ready in literacy" and would "lay out a vision of what it means to be a literate person in the twenty-first century." Write Source provides a language arts program with the instructional depth and breadth to meet these lofty challenges. As the only K–12 writing series, Write Source offers students continuity and grade appropriate skills from level to level to ensure that they will be "college or career ready" by the time they complete the final level in Write Source. With Write Source, students will engage in all aspects of writing and language literacy, from writing for different purposes to responding to nonfiction and fiction, and from conducting meaningful research (both in print and online), to understanding the conventions of the language. The vision of the Common Core Writing Standards developers is the vision of Write Source—that today's young learners become equipped with the literacy skills needed to face the challenges of the 21st century

Integrated Approach: Divided into different strands (writing, language, etc.), the Common Core Writing
Standards are designed specifically within each standard to integrate literacy skills—the theory being that literacy is best achieved within a complete language-learning experience. The focus of each unit in Write Source is writing; however, within each unit, students are also speaking, listening, reflecting, and connecting. Write Source also includes a special section called the "Reading-Writing Connection" which provides a list of high-interest mentor texts to help students more fully appreciate the writer's craft as they apply to their own writing.

Research and Media Skills: The Common Core Writing Standards emphasize the importance of collecting, analyzing, and evaluating information from a variety of sources and sharing the results of the research in a wide variety of ways. The Research Writing unit in each grade-level edition of Write Source provides students with multiple opportunities to collect, analyze, and evaluate information (in print and online) as they develop their own essays and reports or react to the writing of others.

Full Participation: The Common Core Writing Standards are intended to "allow the widest possible range of students to participate" in writing and language development. Write Source has the same goal. Each writing unit provides a number of different instructional strategies to meet the needs of struggling writers and advanced writers, as well as those with on-grade-level abilities

The Common Core Writing Standards for literacy development strive to meet one main goal—to provide students with the writing and language skills needed to succeed in college and/or the workplace. More specifically, our writing program aims for students to be able to do the following:

Demonstrate Independence: Write Source is designed to help students internalize the skills and strategies needed to developed strong informational, persuasive, and narrative texts. They are also taught the tenets of Standard English within the context of their own writing to make instruction more meaningful and comprehension more lasting. In addition, multiple opportunities to evaluate (1) their own writing, (2) the writing of their peers, and (3) sources of information, help them build confidence in their own language and learning abilities.

Build strong content knowledge: To develop their writing in Write Source, students are asked to investigate a wide range of topics across many different content areas. They are also asked to become extremely well-informed about topics for research reports (early grades) and research papers (later grades), as well as for multi-media presentations. Strategies such as using graphic organizers, summarizing, and note-taking help students better understand and remember what they have learned.

COLLEGE AND CAREER READINESS
Respond to demands of audience, task, purpose, and discipline: Because of the wide range of writing activities in Write Source, students are continually addressing different audiences, purposes, and tasks. As students move up the grade levels, attention to audience becomes even more pronounced because they have the language abilities to address differing audiences. The "Writing

Across the Curriculum" feature that is unique to Write Source helps students to vary their writing according to the purpose and familiarizes them with the task of writing in science, mathematics, and social studies.

- Comprehend as well as critique: As part of their writing in Write Source, students are asked to read and reflect on their work in progress. They are also asked to respond to their peers' writing in the development stages and to critique finished pieces of writing using a rubric. In other words, Write Source provides many opportunities for formative and summative evaluations. A special section at each level also provides students with multiple opportunities to respond to literature, both nonfiction and fiction.

- Value evidence: A key prewriting component in every writing unit is forming a thoughtful thesis statement (or topic sentence) and providing reliable support or evidence to back it up. In addition, students are taught the importance of including different levels of supporting detail in their writing—a hallmark of mature thinkers and writers—and of arranging their support in the most effective way. The section on responding to literature also provides experiences for students to find textual evidence to support their main points.

- Use technology and digital media: Each text in Write Source provides instruction on conducting research electronically. Special attention is given to (1) how and where to find information on the Internet and (2) evaluating the information for reliability and balance. Students also are guided through the process of developing computer-aided multimedia presentations.

- Understand other perspectives and cultures: The many examples and samples in Write Source celebrate the cultural diversity of American culture. In addition, the suggested writing topics encourage students to explore different cultures and traditions. Then the instructional guides in Write Source provide instructors with suggestions for differentiating instruction for students from different cultures and for students with different learning needs.

K – 8th Grades: Step-Up To Writing (Houghton-Mifflin-Harcourt)

Step-Up to Writing is built to support specific standards in the areas of writing, vocabulary, language, reading, and speaking & listening. The intent is to provide the scaffolding and instructional sequence to support all students, no matter their writing ability, in becoming independent writers who write with increasing sophistication.

Step Up to Writing features:
- one of the top picks among educators
- multimodal instruction
- flexible implementation options
- compatibility with any core curriculum
- support for writing across content-areas
- a corpus of proven writing strategies

Additional features include:
- Focus on the specific text types emphasized in state standards—**informative/explanatory, argument, and narrative writing**
- **Grade-level-specific Unit Maps provide a sequence of instructional strategies** to reach college and career ready standards, while identifying **strategies for differentiation** to ensure instruction will meet individual student needs
- **Explicit focus** is placed on supporting students in producing **organized, clear, and coherent writing**
- Emphasis on **using technology for research and to produce and publish work**

The 10 sections of *Step-Up* are organized into strategies to introduce writing (sections 1, 2, and 3) and strategies to teach the text types and purposes of writing (sections 4–10):

We introduce writing by starting with the strategies in 1,2, & 3 and continue to incorporate them as needed *when teaching each text type.*
  __1. Writing to Improve Reading Comprehension

2. Foundational Writing Skills
3. Vocabulary Acquisition and Use

Assess student abilities when deciding in which order to teach the text types.

4. Informative/Explanatory Writing
5. Opinion/Argument Writing
6. Narrative Writing
7. Research Reports
8. Writing for Assessments
9. Writing for Assessments
10. Writing in Content Areas

Progression of Skills and Common Writing Language Across Grade Levels

Our writing program works with every student at every skill level for many reasons. One is that it creates a common writing language across all grade levels as the skills taught progress within and across the grade bands. A student in kindergarten will be taught to write using the same language and strategies as a student in middle school or high school.

Planning students for real-world writing, Step Up to Writing teaches students to write clear, organized paragraphs, reports, and essays. Through this program, students will learn to break down the writing process into logical steps and then transfer these skills in logic to longer multi paragraph essays and research reports. Used mainly as a system to teach writing organization, students use color-coded systems and graphic organizers to arrange their writing into main ideas, transitions, details, and conclusions. In 6th grade, students will begin moving from the 5-paragraph essay to the 7-paragraph essay using Step Up to Writing. They will be asked to write cohesive narrative pieces from a variety of genres including tall tales and narrative fiction. Additional projects will include comparative essay and research projects. In their writing, students will utilize the 6 Traits plus 1 of the Write Traits Program to explore voice, audience, sensory language and expanded word knowledge. Solidifying their grasp of Step Up to Writing's 7-paragraph essay, students will develop narrative pieces employing literary and plot devices. Using multiple resources including technology, students will develop research questions and create a final report showing topic arguments and counterarguments. Additionally, students continue using the 6 Traits of Writing program to combine organizational strategies, use details effectively develop strong fluency skills and recognize shades of meaning within similar words. In preparation for high school writing, students will use both the 6 Traits of Writing and Step Up to Writing programs to write a historical expository piece, a narrative story and a research project using critical evaluation of resources. While writing narrative and informational text, students will review audience and purpose and will replicate other authors' styles and patterns.

SCIENCE
K – 8th Grades: StemScopes (Accelerate Learning)
The Next Generation Science Standards are complex and hard to unpack. Built on a digital platform, enhanced by print, and brought to life in hands-on kits, STEMscopes NGSS is an all-in-one STEM solution for the NGSS. Developed over three years, STEMscopes NGSS is rooted in the 5E model, a research-based instructional method that effectively connext the three dimensions of the Next Generation Science Standards: Disciplinary Core Ideas, Science and Engineering practices, and Crosscutting Connections.

STEMscopes NGSS was built from the ground up over the course of two years to demystify the Next Generation Science Standards. From hands-on, inquiry-based investigations to Common Core math and literacy activities, we take the guesswork out of teaching the NGSS.

- The only program written from the ground up, tested by teachers, and based on the wellknown 5E model, a research-based lesson cycle founded on constructivist learning. Built to Each NGSS Standard
- Every NGSS Disciplinary Core Idea, Performance Expectation, Crosscutting Concept, and Science and Engineering Practice is covered. Access Multiple Hands-on Lessons for Every Standard
- Each module for NGSS has 2-5 hands-on activities, including project-based learning, engineering solutions, and virtual investigations. Take Assessment to a New Level
- Innovative claim-evidence-reasoning assessments allow you to accurately gauge your students' depth of knowledge while promoting an environment of inquiry and discourse.

STEMscopes NGSS includes problem-based learning, engineering challenges, scientific investigations, math and literacy connections, and culminating claim-evidence-reasoning assessments as a coherent whole built on:

- ***Engaging Students in Real STEM Learning***

  STEMscopes NGSS drives student inquiry and a passion for STEM. Help your students understand the nuances and complexity of the NGSS through scientific investigations, engineering challenges, content connection videos, claim-evidence-reasoning assessments, and more.

- ***Empowering the Teacher, School, and District***

  Spending less time planning and more time focusing on helping struggling and advanced learners, through a variety of learning resources. STEMscopes NGSS saves schools and districts money, provides free PD, and constantly evolves based on teachers' feedback.

- ***True Alignment to the NGSS***

  Built over three years, STEMscopes NGSS meets all ETSs, CCCs, DCIs, and Scientific and Engineering Practices across all Strands, while considering the language and structure of the PEs to understand the bounds and limitations of what student outputs should be.

STEMscopes is designed to be flexible for use in 1-to-1, blended, and traditional classrooms. The unique digital infrastructure allows us to rapidly change content based on student data, new scientific data, and content created by our in-house teams.

Engaging for students, easy to use for teachers, and proven in the classroom, STEMscopes is a one-stop solution for STEM. With over 25 resources per module, extensive cross-curricular connections, a strong inquiry foundation, and a wide variety of assessments, the possibilities for the STEM classroom are limitless.

- Align Curriculum to the State Standards
- 100% customizable to varying standards.
- Implement the Proven 5E+IA Instructional Model
- Every module in each grade level uses the 5E+IA lesson model, which emphasizes student learning through hands-on science, and includes intervention and acceleration resources.
- Everything a Teacher Needs in One Place
- Analytics, student accounts, an assessment builder, ESL strategies, and teacher guides to support your instruction. 21st Century Technology › E-books and digital journals. › Student app designer. › Drag-and-drop lesson planner.

The STEMscopes digital curriculum is supplemented with hands-on materials kits and print bundles available in Spanish and English— ideal for supporting blended learning and traditional classrooms, at-home connections, literacy, and hands-on investigations. Easy-to-use hands-on materials lists and digital print versions are used with every STEMscopes digital subscription.

SOCIAL STUDIES
K – 8th Grades: MC3 (Atlas Rubicon)
The Michigan School Code requires every local school district to establish a local core curriculum and an aligned instructional program. MAISA has embarked on a collaborative Career and College Readiness (CCRS) Project across all 57 ISDs to develop Career and College Readiness curriculum and resources to support local school implementation. Working in collaboration across the state enables us to gain efficiencies and assure quality products.

The MC3 unit development project included initial unit writing by experienced curriculum writers, piloting in classrooms, and reviews conducted by local and ISD staff across the state. This process provided multiple viewpoints and checks and balances for quality unit content. These units and accompanying lessons and resources are made available to local districts to support the core curriculum implementation.

The need for strong preparation in social studies is as apparent today as it has been in the past. In their Framework for 21st Century Learning (2011), the Partnership for 21st Century Skills identified government and civics, economics, geography, and history among the nine core subjects. Moreover, civic literacy, global awareness, and financial, economic, business, and entrepreneurial literacy are identified among the 21st century interdisciplinary themes. Finally, several of the key life and career skills listed fall

firmly if not exclusively in the social studies: students must be able to work independently, be self-directed learners, interact effectively with others, and work effectively in diverse teams. the push for college and career readiness, so evident in the Common Core State Standards, is important, but as the Framework for 21st Century Learning makes clear, equally important is the need to help students ready themselves for their roles as citizens.

Whether they're exploring far-off societies, learning the stories of their own country's origin, or experiencing presidential election history as it happens, students can use HMH's rich social studies programs to broaden their horizons through engaging content and activities that help them truly experience the vivid stories and tapestry of cultures that make up today's world.

MC3 Social Studies inspires students to explore their world. Our K-8 social studies program is designed to prepare students to be college and career ready. We feel there is no better way to get students ready for the global world outside their classroom than through social studies instruction. Social studies is the study of who we've been and where we are going—it's essential to the 21st century classroom and in achieving the Common Core State Standards and the College Career and Civic Life (C3) Framework.

Activity – During/After School Tutoring	Begin Date	End Date	Staff Responsible
UYA will provide supplementary instruction during/after school to students who did not meet the proficiency standard on the NWEA/ANET/MSTEP assessments in ELA and Math.	10/2016	6/2017	Principal, teachers, tutors, interventionists, coaches

Activity - Summer School	Begin Date	End Date	Staff Responsible
Teachers will provide supplementary instruction during the summer to students who did not meet the proficiency standard on the NWEA/ANET/MSTEP assessments in ELA and Math.	6/2017	7/2017	Summer school coordinator, teachers, principal, coaches

Activity – Instructional Coaching	Begin Date	End Date	Staff Responsible
Presenters will present a series of workshops for parents on topics including how to: build curricular understanding, develop good study habits, develop habits of work that support learning, teach organization and time management, use technology to track children's progress, communicate effectively with teachers and work as an integral part of the learning team.	11/2016	6/2017	Principal, teachers, coaches

Activity - Achievement Network	Begin Date	End Date	Staff Responsible
UYA will work with Achievement Network to create aligned formative assessments for all students throughout the year. Achievement Network will also come to UYA to provide the school leadership and instructional coaching.	9/2016	6/2017	Principal, administrators, coaches, teachers

Activity - Extended Learning Time	Begin Date	End Date	Staff Responsible
UYA's instructional schedule will reflect 90 minutes for both Reading and math in grades 1-5, and a 120 ELA block in grades 6-8.	9/2016	6/2017	Principal, teaching staff, coaches, C-Team

Activity – Staff Leadership Opportunities	Begin Date	End Date	Staff Responsible
UYA will provide leadership opportunities for teachers to lead. These staff members will be trained to execute these roles.	1/2017	6/2017	Principal, Director, Coach

Narrative:

NPFE and University YES Academy selected an instructional program that was deemed to best support student achievement in those areas identified as low performing based on data. The selected curricular program is scientifically research-based and well suited to credibly raise student achievement -- accompanied by the on-going professional learning described in Requirement #4.

The timeline for measuring growth will take place throughout the school year. Data from norm-reference assessments (NWEA), along with daily checks for understanding, unit assessments, and criterion-reference interim assessments (ANET/MSTEP) will help us regularly review student progress and design or re-design experiences that will help students succeed. All staff and stakeholders have committed to providing and overseeing the successful implementation of the curriculum so that scholars will grow in their mastery of the Common Core State Standards and college and career readiness standards. The resources that were selected align with these standards. Curriculum resources align from grade-to-grade and provide a continuum of learning that will allow students to increase their achievement at a steady pace. In addition, as specific instructional needs are identified, professional development will be provided to support teachers' abilities to provide quality lessons.

Requirement #7: Promote the continuous use of student data (such as formative, interim, and summative assessment data and student work) to inform and differentiate instruction to meet academic needs of individual students.
Indicator 7A: In your response, describe how the school promotes the continuous use of individual student data (such as; formative, interim, and summative).
This plan must: (a) outline expectations for regular and on-going building-wide use of data, (b) explain how data will be used as a basis for differentiation of instruction, and (c) describe how data about the instructional practices outlined in the instructional program (see requirement #6) will be collected, analyzed, and used to increase achievement and close achievement gaps.

Research shows that if instructional plans at the state, county, district, school, classroom, and individual student levels are based on assessment information relevant to the desired learning outcomes for students, the probability is increased that they will attain these desired learning outcomes. Educators must understand that assessment of student performance is integral in the planning, implementation, assessment, and revision of instruction. Effective schools schedule time for such collaborative assessment practice, making it integral to the school day and week. Further, building school capacity through screener, diagnostic, and benchmark evidence is a priority for school-wide initiatives, including professional development.

Multiple data sources (in addition to M-Step) are used to inform decision-making about grade level student achievement within the district. In regards to screener assessments, the school uses the Success For All Reading Roots Assessment for all students reading at the 1st grade level. This assessment is administered at the end of Kindergarten and every 8-10 weeks in first grade. The SFA Reading Roots Assessment measures phonemic awareness and is administered by school interventionist. The results are used to place students in the appropriate reading level based on their individual learning needs. The data also provides information used to set learning student targets and identify students for in-school and after-school intervention and tutoring.

Diagnostic Assessments include the Woodcock Johnson Test of Achievement, 4th Ed., along with KTEA. These assessments provide reliable data that identifies learning strengths, along with opportunity gaps for select students. Both assessments are primarily used to identify specific academic interventions and learning targets for identified students. Additionally, the in-school intervention program utilizes Success Maker with identified students to identified "learning paths" for each individual student. The interactive platform is used in conjunction with face-to-face instruction to meet the diverse the needs of students. Success For All Tutoring with Alphie is an interactive intervention program that builds fluency, phonetic awareness, and vocabulary. ACRI (Adolescent Critical Reading Intervention) is reading programs that utilizes concept mapping to increase reading comprehension and fluency. ACRI focuses on expository texts and building capacity across disciplines by analyzing specific textual structures to target and deepen student's understanding.

Quarterly Benchmark Assessments include: ANET, School City, and Success For All. Quarterly district interims in mathematics, social studies, science, writing, and reading, are implemented each year in grades K-8. These assessments are used to: evaluate the writing skill development of students in context, determine program effectiveness at the classroom/school/district levels, establish student proficiency benchmarks in ELA and math, (aligned to the Common Core Standards). ANET (Achievement Network) helps teachers understand what students know and are able to do with respect to the CCSS. They go well beyond right and wrong - they provide information about which students are succeeding or struggling, with what, and why. These objectives are aligned to each state's standards and will be used on the lesson planning level with teachers. The system is designed and run by the Achievement Network and provides teachers and principals with rich data about areas of student learning gaps, which can be used to design individual interventions. It provides teachers with data about the range of skills in a classroom and the targets for remediation or re-teaching. The results of the Achievement Network assessments are used to provide: diagnostic pre-test information on each student at grades K-8, annual growth comparisons for students, achievement benchmarks at the conclusion of grades K-8 and to determine student placement and intervention in subsequent mathematics classes, and a measurement tool to quantify and qualify program effectiveness at the classroom, school, and district levels. This benchmark is given on a quarterly basis (8-10 weeks).

The NWEA (computer-adaptive) assessment allows users to quickly pinpoint the proficiency level of students, across a range of subjects. This provides for more accurate student placement; diagnostic of instructional needs, including instructional adjustments; and measurement of student gains across reporting periods. The NWEA-MAP assesses a variety of pre-reading, emergent reading, and early reading and mathematical skills. This assessment is administered three times a year for students in grades K-8, and provides the following information: annual growth comparisons on every student, diagnostic information for teachers/parents/intervention, serves as a reading benchmark and placement tool for the school's Success For All reading program, a measurement tool to quantify and qualify program effectiveness at the classroom, school, and district levels. Measures of Academic Performance (MAPS) is a series of objective assessments administered in the Fall, Winter, and Spring of each year to students in grades K-8.

Narrative:

Beginning in 2016-2017, a culture of achievement through rigorous, data-driven instruction has commenced. Based on the work of Paul Bambrick-Santoyo (Driven by Data) and Achievement Network, four Data Days have been built into the calendar that allow teachers to analyze data points around demographics and attendance, achievement, culture, staff retention, stakeholders, accountability, and compliance. Specific action plans are developed to address areas that are low and deemed to be affecting student achievement. In addition, teachers utilize their analyses of interim assessment data and develop re-teach plans and re-assessments targeted on specific CCSS which students have not mastered as well as pin-pointing students who are ready for advanced instruction. A specific calendar is being created for the professional development days prior to and following the actual Data Day with topics presented that address item analysis and reflection. This process will be reviewed each year to determine if these measures are driving student success.

As specific areas surface where it is believed that teachers need further support, targeted PD will be planned to address these issues and help teachers become more proficient at their craft. At the end of the academic year, school leadership teams will be reviewing the current year's curriculum resources to determine if provide the strategies for students and the direction for teachers that they need to teach the CCSS. This process will be continued in each subsequent year until the achievement gap is closed.

Finally, at the end of the year, and part of the summative evaluation process, data is compiled by teacher/subject area and scored on the evaluation tool. Currently, data counts for 35% of the overall performance score for each level, however next school year, data will be calculated at 40% to reflect the new standard for teacher performance evaluation.

Requirement #8: Establish schedules and strategies that provide increased time for instruction in core academic subjects, enrichment activities, and professional learning for teachers.

Indicator 8A: In your response, describe the district's plan for increasing time for core academic subjects that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.

Indicator 8B: In your response, describe the district's plan for increasing time for enrichment activities that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.

Indicator 8C: In your response, describe the district's plan for increasing time for professional learning that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.

At the beginning of the 2016-2017 school year, UYA made changes to the schedule to increase instructional time for students. In order to increase the learning time for students UYA decided to provide students with only one special. In addition, both math and reading blocks have been increased to 90 minutes with 30 minutes of math being a school -wide focus on two to three weak standards for a two week period with the idea of improving proficiency in those areas school wide. Additionally, these standards would change every two weeks.

Furthermore, the school has established a new schedule allowing for increased instructional time during the day in all core subject areas. Moreover, there are a myriad of activities listed below that will assist with increasing learning time through targeted instruction and collaboration time of teachers:
-additional days has been added to our academic calendar
-summer School Tutoring (6 weeks)
-after school tutoring
-small group tutoring (daily)
-PLC meetings (weekly)
-solutions meetings (RTI/Intervention)

Lastly, UYA will begin to offer enrichment opportunities such as:
-Athletics
-robotics
-Green team
-mentoring programs
-various educational clubs

Requirement #9: Provide ongoing mechanisms for engagement of families and community.
Indicator 9A: In your response, describe multiple strategies to engage families in reform efforts.
Indicator 9B: In your response, describe multiple strategies to engage community partners in reform efforts.

University YES Academy parent members and community partners will play a very important role in the transformation of our redesign plan. Many activities have been initiated and will continue on a weekly and monthly schedule. Numerous opportunities are provided for parents to be involved in volunteering in the classroom and with school and community events, such as: Orientation Night, Open House, Quarterly Parent-Teacher Conferences, Curriculum Nights (Math, Reading, Science, Writing, and Social Studies), Science Fair Night, Honor Roll Assemblies, Kindergarten Round-Up, Mobile Dentist, Muffin with Moms, Donuts with Dads, Mocha Moms, Dad's Club, Winter Program, Black History Program, Weekly Phone Blast, and completion of parent interest and perception surveys. These activities will continue to assist in giving parents the knowledge necessary to help their children at home and keep them abreast of the expectations. However, parent involvement needs to be increased using various avenues to help emphasize the importance of education and high test scores for college and career readiness.

Curriculum nights will provide parents with information regarding all subject areas and the expectations for learning in the school for Grade Level Content Expectations (GLCEs) and Common Core State Standards (CCSS). Parent Teacher Conferences are scheduled quarterly to give families the opportunity to ask questions and see the decline or progression of academic performance and view actual assignments. Volunteer opportunities in the classroom, lunchroom, class projects, and field trips help parents feel a part of the school community and aids in communicating to other families the initiatives in the school and the daily operations and expectations which support the mission and vision of UYA. After school functions help foster relationships with other families, community partners, and staff members which improve our communication in the community we serve.

The latest research shows that families and community play a critical role in the success of schools. Further research shows a rapid decline over the years in regards to active participation with parents which leads to a dialogue of what we can do together to continue our relationships and help convey the message of the pursuit of academic excellence and giving 110% everyday. This will facilitate the transformation of University YES Academy as a school and the transformation of our students as academic scholars. While we transform our school, we will continue to partner with our parents and community partners to reach every student and use the avenues identified to encourage them to become involved on committees, volunteer, chaperone and attend after school activities that will expand our RTI program, resources and activities implemented in the classroom which families can use at home and offer community support. Parents and community partners will also be asked for feedback and perception of the climate and academic expectations through surveys, emails and phone calls two or three times a year to assist in ensuring our reform efforts are being met.

PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT

Requirement #10: The district is providing the school with operational flexibility for issues such as staffing, calendars, time, and budgeting to implement a comprehensive approach to substantially increase student achievement and increase graduation rate.
Indicator 10A: To respond to this requirement, describe a statement that the priority school improvement team and building leader will determine the school's Title I budget (subject to federal regulations). The district must also complete a signature page, signed by the Superintendent, School Board President, and Union Representative, which certifies that the school has the autonomy required to implement the plan as written (see template on AdvacEd site). Finally the district must upload either an Executed Addendum to the collective bargaining agreement OR a Memorandum of Understanding that commits the Superintendent, School Board President, and Union Representative to negotiate an addendum by August 1, 2016.

The board will provide site-based management with support from executive management to provide a comprehensive approach of increasing student achievement. Though the school calendar is aligned with that of a network of schools, the new principal will autonomously set the school day schedule and the schedule of Title staff, as well as provide leadership in the delivery of instructional services.

Through school improvement processes such as the comprehensive needs assessment and the school data analysis report and discussion, UYA's SIT in collaboration with curricular staff, will identify student needs, plan the implementation of evidenced-based practices and plan Title I resource allocation. This approach provides ownership of the school's success and ultimately engages all staff members in the continued refinement and improvement of school programs while strengthening accountability.

Requirement #11: The school and district will ensure that the school receives ongoing, intensive technical assistance and related support from the district, ISD, Michigan Department of Education, or other designated external partners or organizations.
Indicator 11A: In your response, describe how the district plans to access and provide supports for the school.
Indicator 11B: In your response, list the central office contact person responsible for monitoring and supporting the school.

New Paradigm for Education provides continuous support for University YES Academy with support from Human Resources, Chief Academic Officer, and the Superintendent. In addition, New Paradigm provides a month long professional development on management, curriculum, assessments, and reading data. Additionally, UYA receives support from Wayne RESA which provides consultations. Furthermore, Wayne RESA also provides resources through their webinars and professional developments and replies to emails regarding SPED services or issues, RTI, PBIS and other issues that might arise. The Chief Academic Officer also monitors the program and works closely with the school leader to provide targeted, deliberate and meaningful instruction to all students. As stated earlier, New Paradigm, the school leader, and Wayne RESA communicate regularly and will support UYA through school visits, phone calls and meetings. Moreover, the services provided by New Paradigm and Wayne RESA are readily assessable by a phone call or email. At least once a week, administrators and coaches interact with New Paradigm, and Wayne RESA, which is also a time to receive assistance or ask questions.

3Principal
Evaluation
Rubric

NPFE

NEW PARADIGM FOR EDUCATION

LEADER COMPETENCY DOMAINS

Each domain encapsulates a set of competencies that NPFE staff should embody and behaviors that they should employ on a consistent basis when performing effectively.

1	Instructional Leadership
2	School Culture
3	Family & Community Engagement
4	Operational Management
5	Leadership

DEGREE OF CONSISTENCY

Degree of consistency refers to a level of performance based on the behaviors exhibited that demonstrate the key competencies of an NFPE staff person.

Level 4	A significant number of behavioral indicators are **CONSISTENTLY** present and observable 100%-75% of the time.
Level 3	Most behavioral indicators are **USUALLY** present and observable 75%-50% of the time.
Level 2	Some behavioral indicators are **OCCASIONALLY** present and observable 50%-25% of the time.
Level 1	Behavioral indicators are **RARELY** present and observable <25% of the time.

Rubric Usage Guidelines and Considerations

1. Norming

Before using this rubric to evaluate staff, it is important that evaluators have a shared understanding of how to identify and score the behaviors described at each competency level. Norming can be achieved in many ways. One example includes watching video of an observable practice that falls into one of NPFE's competency domain areas, and then meeting as an evaluation team to jointly discuss which level most closely aligns with the observed behavior and why. Establishing a practice for norming will help ensure that staff feel they will be fairly and consistently scored by **all** evaluators. Also, it will reduce the need for evaluators to individually interpret observed behaviors and instead create shared understanding of how to identify Level 1-4 competencies. The person's manager is almost always an evaluator. Other evaluators may include external functional experts/consultants, peers and/or leaders with relevant functional expertise.

2. Evaluation Frequency and Timing

Evaluators and the NPFE team should establish a clear plan for evaluation frequency and timing. Both should be executed consistently with the cohort, e.g. teachers, Instructional Coaches, etc., being evaluated. Depending on the time of year and NPFE priorities at that time, evaluators may expect certain competency levels to be higher or lower than others and it could be important to account for this pre evaluation.

3. Evaluation Tracking

Consider maintaining a tracker that lists each evaluator, the date of evaluation and the final evaluation score. Keeping this type of log will support trend analysis, holding evaluators accountable and calibration, see #4. The tracker can be updated weekly by evaluators and reviewed during leadership and/or meetings between the evaluator and his or her manager.

4. Calibration

Calibration is meant to ensure that evaluations have been performed consistently and with fidelity. To calibrate, consider collecting a set of evaluation scorecards, from different evaluators, over a period of time. Review the collection of evaluations as a team to determine if levels and scoring are being applied using a common benchmark *and* to discuss the reasoning behind the scores selected. If you decide to create an evaluation tracking system, see #3, this tool can also inform the calibration process by checking for trends in scoring that may be related to the evaluator, frequency and timing. At the end of calibration, you should have determined whether your team is sufficiently calibrated, or if an additional round of norming sessions is needed.

DOMAIN 1: INSTRUCTIONAL LEADERSHIP

COMPETENCIES	SUBCOMPETENCIES	LEVEL 1 Does Not Meet Expectations	LEVEL 2 Working Towards Meeting Expectations	LEVEL 3 Meets Expectations	LEVEL 4 Exceeds Expectations
1.A Develops and implements instructional vision, goals, and plan for all students to succeed.	**1.A.1** Develops instructional vision and plan for all students to succeed.	• **Rarely** sets school-wide vision and goals aligned with the NPFE network that lead students on a path to and through college	• **Occasionally** sets school-wide vision and goals aligned with the NPFE network that lead students on a path to and through college	• **Usually** sets school-wide vision and goals aligned with the NPFE network that lead students on a path to and through college	• **Consistently** sets school-wide vision and goals aligned with the NPFE network that lead students on a path to and through college
	1.A.2 Implements instructional vision and goals and plan for all students to succeed.	• **Rarely** leads the investing and mobilizing of teachers to achieve collective instructional goals of the school	• **Occasionally** leads the investing and mobilizing of teachers to achieve collective instructional goals of the school	• **Usually** leads the investing and mobilizing of teachers to achieve collective instructional goals of the school	• **Consistently** meets Level 3 and… • Builds own and school staff's knowledge and expertise in effective instructional design and academic standards
1.B Motivates students to learn and to own/assess their own progress as learners using a variety of data	**1.B.1** Motivates students to learn	• **Rarely** develops vision and plan for achievement incentives, assemblies, honor roll, newsletters and other recognition opportunities for students	• **Occasionally** develops vision and plan for achievement incentives, assemblies, honor roll, newsletters and other recognition opportunities for students	• **Usually** develops vision and plan for achievement incentives, assemblies, honor roll, newsletters and other recognition opportunities for students	• **Consistently** develops vision and plan for achievement incentives, assemblies, honor roll, newsletters and other recognition opportunities for students
	1.B.2 Motivates students to assess their own progress as learners using a variety of data	• **Rarely** analyzes trends around student learning/objectives with leadership team and develops strategies for students to engage with data	• **Occasionally** analyzes trends around student learning/objectives with leadership team and develops strategies for students to engage with data	• **Usually** analyzes trends around student learning/objectives with leadership team and develops strategies for students to engage with data	• **Consistently** analyzes trends around student learning/objectives with leadership team and develops strategies for students to engage with data

COMPETENCIES	SUBCOMPETENCIES	LEVEL 1 Does Not Meet Expectations	LEVEL 2 Working Towards Meeting Expectations	LEVEL 3 Meets Expectations	LEVEL 4 Exceeds Expectations
1.C Coaches teachers to improve instruction	**1.C.1.** Identifies highest impact levers for change	• **Rarely** develops teachers' conceptual understanding of what students must know, be able to do and what instructional methods drive student mastery • **Rarely** identifies highest impact levers for change when coaching teachers	• **Occasionally** develops teachers' conceptual understanding of what students must know, be able to do and what instructional methods drive student mastery • **Occasionally** identifies highest impact levers for change when coaching teachers	• **Usually** develops teachers' conceptual understanding of what students must know, be able to do and what instructional methods drive student mastery • **Usually** identifies highest impact levers for change when coaching teachers	• **Consistently** develops teachers' conceptual understanding of what students must know, be able to do and what instructional methods drive student mastery • **Consistently** identifies highest impact levers for change when coaching teachers
1.C Coaches teachers to improve instruction	**1.C.2**. Provides actionable feedback that drives change in teacher actions and student results	• **Rarely** collaborates with the CAO to support the Director of Achievement and Instructional Coaches in providing high-impact, actionable, and bite-sized feedback to teachers on a weekly basis • **Rarely** provides high-impact, actionable, and bite-sized feedback to teachers on a weekly basis	• **Occasionally** collaborates with the CAO to support the Director of Achievement and Instructional Coaches in providing high-impact, actionable, and bite-sized feedback to teachers on a weekly basis • **Occasionally** provides high-impact, actionable, and bite-sized feedback to teachers on a weekly basis	• **Usually** collaborates with the CAO to support the Director of Achievement and Instructional Coaches in providing high-impact, actionable, and bite-sized feedback to teachers on a weekly basis • **Usually** provides high-impact, actionable, and bite-sized feedback to teachers on a weekly basis	• **Consistently** collaborates with the CAO to support the Director of Achievement and Instructional Coaches in providing high-impact, actionable, and bite-sized feedback to teachers on a weekly basis • **Consistently** provides high-impact, actionable, and bite-sized feedback to teachers on a weekly basis
	1.C.3. Meets all coaching responsibilities	• **Rarely** collaborates with Instructional Coaches and the Director of Achievement on observations and coaching	• **Occasionally** collaborates with Instructional Coaches and the Director of Achievement on observations and coaching	• **Usually** collaborates with Instructional Coaches and the Director of Achievement on observations and coaching	• **Consistently** meets Level 3 and… • Coaches teachers themselves on things like lesson planning and classroom observations

COMPETENCIES	SUBCOMPETENCIES	LEVEL 1 Does Not Meet Expectations	LEVEL 2 Working Towards Meeting Expectations	LEVEL 3 Meets Expectations	LEVEL 4 Exceeds Expectations
1.D Establishes a culture of data driven instruction	**1.D.1.** Grounds coaching in student and teacher data	• **Rarely** leads analysis of and develops teachers' ability to analyze student data and to identify strategies that will move students towards mastery	• **Occasionally** leads analysis of and develops teachers' ability to analyze student data to and identify strategies that will move students towards mastery	• **Usually** meets Level 2 and… • Develops staff knowledge of how standards map to curriculum and assessment	• **Consistently** meets Level 3 and… • Develops staff knowledge of how standards map to curriculum and assessment
	1.D.2. Establishes a culture of data driven instruction in weekly grade level/content meetings	• **Rarely** ensures teachers have opportunities to collaborate, analyze their practice and student data • During content/grade level meetings, **rarely** coaches teachers on how to adjust instruction in response to data	• **Occasionally** ensures teachers have opportunities to collaborate, analyze their practice and student data • During content/grade level meetings, **occasionally** coaches teachers on how to adjust instruction in response to data	• **Usually** ensures teachers have opportunities to collaborate, analyze their practice and student data • During content/grade level meetings, **usually** coaches teachers on how to adjust instruction in response to data	• **Consistently** ensures teachers have opportunities to collaborate, analyze their practice and student data • During content/grade level meetings, **consistently** coaches teachers on how to adjust instruction in response to data
	1.D.3. Effectively conducts data action planning at all data days	• **Rarely** conducts data action planning at data days	• **Occasionally** conducts data action planning at data days	• **Usually** conducts data action planning at all data days	• **Consistently** meets Level 3 and… • Conducts ongoing 1-to-1 data meetings with all staff members
1.E Creates and implements professional development which leads to improved teacher and student performance	**1.E.1** Creates and implements professional development which leads to improved teacher and student performance	• **Rarely** leads Instructional Coaches to identify whole-school professional development workshops that drive the highest-impact improvements in teacher practice • **Rarely** attends teacher PLCs weekly	• **Occasionally** leads Instructional Coaches to identify whole-school professional development workshops that drive the highest-impact improvements in teacher practice • **Occasionally** attends teacher PLCs weekly	• **Usually** leads Instructional Coaches to identify whole-school professional development workshops that drive the highest-impact improvements in teacher practice • **Usually** attends teacher PLCs weekly	• **Consistently** meets Level 3 and… • Leads professional development

DOMAIN 2: SCHOOL CULTURE

		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
2A. Creates student-centered environment focused on trust, collaboration and high expectations	**2.A.1.** Fosters a student-centered environment focused on trust	• **Rarely** supports and develops Assistant Principal, Instructional Coaches, and teachers to build relationships and trust with students	• **Occasionally** supports and develops Assistant Principal, Instructional Coaches, and teachers to build relationships and trust with students	• **Usually** supports and develops Assistant Principal, Instructional Coaches, and teachers to build relationships and trust with students	• **Consistently** supports and develops Assistant Principal, Instructional Coaches, and teachers to build relationships and trust with students
	2.A.2. Fosters a student-centered environment focused on collaboration	• **Rarely** models a positive structured achievement-oriented and creative school culture	• **Occasionally** models a positive structured achievement-oriented and creative school culture	• **Usually** models a positive structured achievement-oriented and creative school culture	• **Consistently** models a positive structured achievement-oriented and creative school culture
	2.A.3. Fosters a student-centered environment focused on high expectations	• **Rarely** models high expectations for leaders, teachers and students on school-wide practices for a positive learning culture	• **Occasionally** models high expectations for leaders, teachers and students on school-wide practices for a positive learning culture	• **Usually** models high expectations for leaders, teachers and students on school-wide practices for a positive learning culture	• **Consistently** models high expectations for leaders, teachers and students on school-wide practices for a positive learning culture
2B. Implements effective interventions that support successes of all students and monitors over time	**2.B.1.** Implements interventions that support successes of all students	• **Rarely** supports teachers and Instructional Coaches in creating and implementing effective interventions	• **Occasionally** supports teachers and Instructional Coaches in creating and implementing effective interventions	• **Usually** supports teachers and Instructional Coaches in creating and implementing effective interventions	• **Consistently** meets Level 3 and… • Models effective interventions

COMPETENCIES	SUBCOMPETENCIES	LEVEL 1 **Does Not Meet Expectations**	LEVEL 2 **Working Towards Meeting Expectations**	LEVEL 3 **Meets Expectations**	LEVEL 4 **Exceeds Expectations**
	2.B.2. Monitors interventions over time	• **Rarely** analyzes school-level data over time to identify appropriate interventions and support Instructional Coaches in sharing the data with teachers	• **Occasionally** analyzes school-level data over time to identify appropriate interventions and support Instructional Coaches in sharing	• **Usually** analyzes school-level data over time to identify appropriate interventions and support Instructional Coaches in sharing the data with teachers	• **Consistently** meets Level 3 and… • Drives productivity and effectiveness of each committee

		• **Does not** own the Solutions Network Process at all levels	the data with teachers • **Partially** owns the Solutions Network Process at all levels	• **Fully** owns the Solutions Network Process at all levels	
2C. Fosters safe school environment with clear norms for student behavior and enforcement e.g. uniform policies	**2.C.1.** Fosters safe school environment with clear norms for student behavior and enforcement e.g. uniform policies	• **Rarely** leads effective use of a school-wide behavior plan, including supporting the Assistant Principal in managing the school's PBIS and RTI systems • **Rarely** acts as the final Leadership Team contact on a student intervention and parent engagement	• **Occasionally** leads effective use of a school-wide behavior plan, including supporting the Assistant Principal in managing the school's PBIS and RTI systems • **Occasionally** acts as the final Leadership Team contact on a student intervention and parent engagement	• **Usually** meets Level 2 and… • Partners with Assistant Principal to develop systems and structures to ensure that limited time is spent on reactive student discipline	• **Consistently** meets Level 3 and… • Partners with Assistant Principal to develop systems and structures to ensure that limited time is spent on reactive student discipline
2D. Instills a culture of reflective practice for staff, students and parents	**2.D.1.** Instills a culture of reflective practice for staff	• **Rarely** models reflective practice in coaching with Assistant Principals and Instructional Coaches and provides opportunities for reflection	• **Occasionally** models reflective practice in coaching with Assistant Principals and Instructional Coaches and provides opportunities for reflection	• **Usually** models reflective practice in coaching with Assistant Principals and Instructional Coaches and provides opportunities for reflection	• **Consistently** models reflective practice in coaching with Assistant Principals and Instructional Coaches and provides opportunities for reflection
	2.D.2. Instills a culture of reflective practice for students and parents	• **Rarely** models reflective practice in all interactions with students and families	• **Occasionally** models reflective practice in all interactions with students and families	• **Usually** models reflective practice in all interactions with students and families	• **Consistently** models reflective practice in all interactions with students and families

DOMAIN 3: FAMILY & COMMUNITY ENGAGEMENT

3A. Builds strong relationships with students, families and community members	**3.A.1.** Builds strong relationships with students	• **Rarely** supports Instructional Coaches' ability to build strong relationships with	• **Occasionally** supports Instructional Coaches' ability to build strong relationships with	• **Usually** supports Instructional Coaches' ability to build strong relationships with students through	• **Consistently** supports Instructional Coaches' ability to build strong relationships with students through

COMPETENCIES	SUBCOMPETENCIES	LEVEL 1 Does Not Meet Expectations	LEVEL 2 Working Towards Meeting Expectations	LEVEL 3 Meets Expectations	LEVEL 4 Exceeds Expectations
		students through coaching and feedback	students through coaching and feedback	coaching and feedback	coaching and feedback
3A. Builds strong relationships with students, families and community members	**3.A.2.** Builds strong relationships with families and community members	• **Rarely** creates and implements vision and goals for relationships and family engagement • **Rarely** conducts monthly parent workshops, meetings, open houses or community events	• **Occasionally** creates and implements vision and goals for relationships and family engagement • **Occasionally** conducts monthly parent workshops, meetings, open houses or community events	• **Usually** creates and implements vision and goals for relationships and family engagement • **Usually** conducts monthly parent workshops, meetings, open houses or community events	• **Consistently** meets Level 3 and… • Participates in summer home visits, highlighting the responsibilities of parents, teachers and students
3B. Communicates with families about the school's community and their children's development	**3.B.1** Communicates with families about their children's development	• **Rarely** creates and implements vision and goals for family regarding student achievement news, data walls and monthly parent meetings	• **Occasionally** creates and implements vision and goals for family regarding student achievement news, data walls and monthly parent meetings	• **Usually** meets Level 2 and… • Demonstrates excellent communication skills in all situations	• **Consistently** meets Level 3 and… • Demonstrates excellent communication skills in all situations

	3.B.2 Communicates with families about NPFE school community	• **Rarely** communicates with families about NPFE school community via monthly newsletters, open houses, phone calls, etc.	• **Occasionally** communicates with families about NPFE school community via monthly newsletters, open houses, phone calls, etc.	• **Usually** communicates with families about NPFE school community via monthly newsletters, open houses, phone calls, etc.	• **Consistently** communicates with families about NPFE school community via monthly newsletters, open houses, phone calls, etc.

DOMAIN 4: OPERATIONAL MANAGEMENT

4A. Plans and manages resources (budget, staffing, technology effectively	**4.A.1.** Plans and manages resources (budget, staffing, technology effectively)	• **Rarely** plans and prioritizes time and resources to achieve annual goals • **Rarely** updates and revises systems and structures to hire diverse, highly-effective staff	• **Occasionally** plans and prioritizes time and resources to achieve annual goals • **Occasionally** updates and revises systems and structures to hire diverse, highly-effective staff	• **Usually** plans and prioritizes time and resources to achieve annual goals • **Usually** updates and revises systems and structures to hire diverse, highly-effective staff	• **Consistently** plans and prioritizes time and resources to achieve annual goals • **Consistently** updates and revises systems and structures to hire diverse, highly-effective staff

COMPETENCIES	SUBCOMPETENCIES	LEVEL 1 *Does Not Meet Expectations*	LEVEL 2 *Working Towards Meeting Expectations*	LEVEL 3 *Meets Expectations*	LEVEL 4 *Exceeds Expectation*
4B. Creates culture of talent development, retains key staff and conducts staff evaluations	**4.B.1.** Creates a culture of talent development	• **Rarely** creates, implements and follows through on individual development plans with struggling teachers	• **Occasionally** creates, implements and follows through on individual development plans with struggling teachers	• **Usually** meets Level 2 and… • Recognizes and celebrates staff	• **Consistently** meets Level 3 and… • Recognizes and celebrates staff

	4.B.2. Conducts staff evaluations and retains key staff	• **Rarely** develops systems and structures to retain diverse, highly-effective staff • **Rarely** holds "stay" conversations with effective staff members • **Rarely** conducts timely and effective staff evaluations	• **Occasionally** develops systems and structures to retain diverse, highly-effective staff • **Occasionally** holds "stay" conversations with effective staff members • **Occasionally** conducts timely and effective staff evaluations	• **Usually** meets Level 2 and… • Identifies and develops emerging teacher leaders through goal setting, coaching and providing feedback • **Usually** conducts timely and effective staff evaluations	• **Consistently** meets Level 3 and… • Identifies and develops emerging teacher leaders through goal setting, coaching and providing feedback • Analyzes and uses evaluations to inform talent development practices
4C. Ensures that all legal, regulatory and policy requirements are met	4.C.1 Ensures that all legal, regulatory and policy requirements are met	• **Rarely** ensures all staff are meeting legal requirements for students with special needs, federal programs or English language learners	• **Occasionally** ensures all staff are meeting legal requirements for students with special needs, federal programs or English language learners	• **Usually** ensures all staff are meeting legal requirements for students with special needs, federal programs or English language learners	• **Consistently** ensures all staff are meeting legal requirements for students with special needs, federal programs or English language learners

DOMAIN 5: LEADERSHIP

5A. Builds a collaborative team that is fully invested in the vision of the school and NPFE	5.A.1 Builds a collaborative team that is fully invested in the vision of the school and NPFE	• **Rarely** builds investment and long term buy in for school and NPFE vision • **Rarely** develops and implements effective systems and culture practices to build collaborative teams (i.e. communication, accountability, meeting structures)	• **Occasionally** builds investment and long term buy in for school and NPFE vision • **Occasionally** develops and implements effective systems and culture practices to build collaborative teams (i.e. communication, accountability, meeting structures)	• **Usually** builds investment and long term buy in for school and NPFE vision • **Usually** develops and implements effective systems and culture practices to build collaborative teams (i.e. communication, accountability, meeting structures)	• **Consistently** builds investment and long term buy in for school and NPFE vision • **Consistently** develops and implements effective systems and culture practices to build collaborative teams (i.e. communication, accountability, meeting structures)
5B. Models reflective practices and continuous learning	5.B.1. Models reflective practices	• Is **rarely** personally reflective in regular interactions with staff • **Rarely** requests feedback from staff, students and family	• Is **occasionally** personally reflective in regular interactions with staff • **Occasionally** requests feedback from staff, students and family	• Is **usually** personally reflective in regular interactions with staff • **Usually** requests feedback from staff, students and family	• Is **consistently** personally reflective in regular interactions with staff • **Consistently** requests feedback from staff, students and family

COMPETENCIES	SUBCOMPETENCIES	LEVEL 1 Does Not Meet Expectations	LEVEL 2 Working Towards Meeting Expectations	LEVEL 3 Meets Expectations	LEVEL 4 Exceeds Expectation
	5.B.2. Models continuous learning	• **Rarely** seeks out feedback, new information and learning through on the job training, coaching and formal learning • **Rarely** attends all PD and training	• **Occasionally** seeks out feedback, new information and learning through on the job training, coaching and formal learning • **Occasionally** attends all PD and training	• **Usually** seeks out feedback, new information and learning through on the job training, coaching and formal learning • **Usually** attends all PD and training	• **Consistently** meets Level 3 and… • Conducts Leadership Meetings and strategic planning groups
5C. Communicates effectively with diverse audiences through a variety of formats	**5.C.1** Communicates effectively with diverse audiences through a variety of formats	• Is **minimally** effective when communicating with the NPFE network team and community • **Rarely** modulates and differentiates tone, format and message across audiences	• Is **somewhat** effective when communicating with the NPFE network team and community • **Occasionally** modulates and differentiates tone, format and message across audiences	• Is **effective** when communicating with the NPFE network team and community • **Usually** modulates and differentiates tone, format and message across audiences	• **Consistently** meets Level 3 an… • Consistently addresses difficult conversations proactively and directly
5D. Demonstrates cultural competence and regard for students from all political, racial, social, economic and cultural contexts	**5.D.1** Demonstrates cultural competence and regard for students from all political, racial, social, economic and cultural contexts	• **Rarely** models cultural competence and regard for students in interactions with all staff members, students, and families	• **Occasionally** models cultural competence and regard for students in interactions with all staff members, students, and families	• **Usually** meets Level 2 and… • Supports all staff in creating culturally responsive lesson plans and learning environments that highlight cultural competence	• **Consistently** meets Level 3 and… • Supports all staff in creating culturally responsive lesson plans and learning environments that highlight cultural competence
5E. Models and upholds NPFE Core Values (including a focus on social justice) and meets all professional responsibilities	**5.E.1.** Models and upholds NPFE core values	• **Rarely** models NPFE Core Values including a focus on social justice through interactions with all staff members, students, and parents	• **Occasionally** models NPFE Core Values including a focus on social justice through interactions with all staff members, students, and parents	• **Usually** models NPFE Core Values including a focus on social justice through interactions with all staff members, students, and parents	• **Consistently** models NPFE Core Values including a focus on social justice through interactions with all staff members, students, and parents
	5.E.2. Meets all professional responsibilities	• **Rarely** meets professional responsibilities consistently	• **Occasionally** meets **some** professional responsibilities consistently	• **Usually** meets **most** professional responsibilities consistently	• **Consistently** meets **all** professional responsibilities consistently

		(attendance, timeliness, preparedness, follow through)	(attendance, timeliness, preparedness, follow through)	(attendance, timeliness, preparedness, follow through)	(attendance, timeliness, preparedness, follow through)

NFPE Principal Evaluation Summary

Tear this page off for scoring during an observation.

Top Three Strengths (3-6 sentences)

Growth and Next Steps (3-6 sentences)

Supporting Evidence and Notes (6-10 sentences)

NFPE Principal Evaluation Scorecard

Tear this page off for scoring during an observation.

Follow the steps below to complete the scorecard. *See the evaluation scorecard instructional guide for an example of how to complete a scorecard.*

STEP 1: Write the level selected from each rubric row in the column labeled Level next to the appropriate subcompetency.

STEP 2: In the blue boxes labeled "Average Domain…Level" sum all of the levels listed above and divide the sum by the number of levels.

STEP 3: Write the resulting number in the "Average Domain…Level" row

STEP 4: On the next page copy each of the five domain averages into the blue column of the Final Score Table

STEP 5: On the next page multiply each average by the weight listed and enter the result in the sub score column

STEP 6: Add all of the sub scores together and enter the total in the green box. This is the final score.

Subcompetencies	Level
1.A.1	
1.A.2	
1.B.1	
1.B.2	
1.C.1	
1.C.2	
1.C.3	
1.D.1	
1.D.2	
1.D.3	
1.E.1	
Average Domain 1 Level =	
2.A.1	
2.A.2	
2.A.3	
2.B.1	
2.B.2	
2.C.1	
2.D.1	
2.D.2	

Average Domain 2 Level =	
3.A.1	
3.A.2	
3.B.1	
3.B.2	
Average Domain 3 Level =	
4.A.1	
4.B.1	
4.B.2	
4.C.1	
Average Domain 4 Level =	
5.A.1	
5.B.1	
5.B.2	
5.C.1	
5.D.1	
5.E.1	
5.E.2	
Average Domain 5 Level =	

NFPE Principal Evaluation Final Results

Tear this page off for scoring during an observation.

Copy the averages from the blue rows above into the table below. Multiply the averages by the percentages in the weights column and sum the resulting sub scores. Write the sum in the green box.

Final Score

	Average	Weight	Sub Score (Score * Weight)
Example	*3.4*	*35%*	*3.4 * 35% = 1.19*
Domain 1		35%	
Domain 2		25%	
Domain 3		10%	
Domain 4		10%	
Domain 5		20%	

Example	*1.19 + Domain 2 Sub score + Domain 3 sub score….*
Final Score = Sum of Sub Scores =	

*Domain 1, 2 & 5 -inclusive of data as outcome

Results

Use the table below to determine where your evaluation falls in terms of expectations for Principals. These results should be debriefed between the evaluator and person receiving the evaluation.

Final Score Range	Result
1-1.75	Does not Meet Expectations
1.76-2.25	Working Towards Meeting Expectations
2.26 – 3.25	Meets Expectations
3.26 - 4	Exceeds Expectations

I hereby acknowledge that I have read and understand this evaluation.

Principal Name: _____

Principal Signature: _____ Date: _____

Evaluator Name: _____

Evaluator Signature: _____ Date: _____

Instructional Coach
Evaluation
Rubric

NPFE

NEW PARADIGM FOR EDUCATION

LEADER COMPETENCY DOMAINS

Each domain encapsulates a set of competencies that NPFE staff should embody and behaviors that they should employ on a consistent basis when performing effectively.

1   Instructional Leadership

2   School Culture

3   Family & Community Engagement

4   Operational Management

5   Leadership

DEGREE OF CONSISTENCY

Degree of consistency refers to a level of performance, based on behaviors exhibited that demonstrate the key competencies of an NFPE staff person.

Level 4	A significant number of behavioral indicators are **CONSISTENTLY** present and observable 100%-75% of the time.
Level 3	Most behavioral indicators are **USUALLY** present and observable 75%-50% of the time.
Level 2	Some behavioral indicators are **OCCASIONALLY** present and observable 50%-25% of the time.
Level 1	Behavioral indicators are **RARELY** present and observable <25% of the time.

Coach Performance Appraisal Timeline

August/September

- All staff receive performance appraisal packet (Timeline, Pre-Observation Agenda, Professional Instructional Rubric)
- Ongoing observations by the supervisor
- Fill out self-appraisal using the appropriate school performance standards and guidelines (rubrics). This self- appraisal must be turned in before Formal Observation occurs.

Nov/December

- Supervisor completes formal observations before 12/15
- Ongoing observations by the supervisor continue.

January through April

- Opportunity for at least two formal observations by the supervisor.
- Ongoing observations by the supervisor continue.
- Professional Development Plan review with teacher and principal at the conclusion of Semester 1.

May

- Portfolio submitted by 5/1.
- Draft of summative evaluation completed by 5/25.

June

- Professional Development Plan review with coach and supervisor at the conclusion of Semester 2.
- Promotion and compensation adjustment decision made by 6/30.

Pre-Observation Agenda

Coach Name:_____ **Grade/Subject Area:**_____

Date of Scheduled Observation:_____ **Time:**_____

Directions: Please complete and return this form to the principal or designee at least one week prior to the observation of your lesson.

1. **What is the activity (PLC, Team Teaching, observation- coaching in the moment , Training, Principal Coach meeting, etc) that will be observed? All activities must include a feedback session with high leverage points.**

2. **What do you expect the participant(s) to learn ? How will you know? (Be specific)**

3. **What strategies will you be using ?**

4. **Describe any specific aspects you would like me to observe and give feedback.**

5. Is there anything else I should be aware of as you complete the activity?

Rubric Usage Guidelines and Considerations

5. Norming

Before using this rubric to evaluate staff, it is important that evaluators have a shared understanding of how to identify and score the behaviors described at each competency level. Norming can be achieved in many ways. One example includes watching video of an observable practice that falls into one of NPFE's competency domain areas, and then meeting as an evaluation team to jointly discuss which level most closely aligns with the observed behavior and why. Establishing a practice for norming will help ensure that staff feel they will be fairly and consistently scored by **all** evaluators. Also, it will reduce the need for evaluators to individually interpret observed behaviors and instead create shared understanding of how to identify Level 1-4 competencies. The person's manager is almost always an evaluator. Other evaluators may include external functional experts/consultants, peers and/or leaders with relevant functional expertise.

6. Evaluation Frequency and Timing

Evaluators and the NPFE team should establish a clear plan for evaluation frequency and timing. Both should be executed consistently across the population, e.g. teachers, Instructional Coaches, etc., being evaluated. Depending on the time of year and NPFE priorities at that time, evaluators may expect certain competency levels to be higher or lower than others and it could be important to account for this pre evaluation.

7. Evaluation Tracking

Consider maintaining a tracker that lists each evaluator, the date of evaluation and the final evaluation score. Keeping this type of log will support trend analysis, holding evaluators accountable and calibration, see #4. The tracker can be updated weekly by evaluators and reviewed during leadership and/or meetings between the evaluator and his or her manager.

8. Calibration

Calibration is meant to ensure that evaluations have been performed consistently and with fidelity. To calibrate, consider collecting a set of evaluation scorecards, from different evaluators, over a period of time. Review the collection of evaluations as a team to determine if levels and scoring are being applied using a common benchmark *and* to discuss the reasoning behind the scores selected. If you decide to create an evaluation tracking system, see #3, this tool can also inform the calibration process by checking for trends in scoring that may be related to the evaluator, frequency and timing. At the end of calibration, you should have determined whether your team is sufficiently calibrated, or if an additional round of norming sessions is needed.

DOMAIN 1: INSTRUCTIONAL LEADERSHIP

COMPETENCIES	SUBCOMPETENCIES	LEVEL 1 Does Not Meet Expectations	LEVEL 2 Working Towards Meeting Expectations	LEVEL 3 Meets Expectations	LEVEL 4 Exceeds Expectations
1.A Develops and implements instructional vision, goals, and plan for all students to succeed.	**1.A.1.** Develops instructional vision, goals and plan for all students to succeed.	• **Rarely** collaborates with teachers to develop specific instructional vision and shares with school leaders	• **Occasionally** collaborates with teachers to develop specific instructional vision and shares with school leaders	• **Usually** collaborates with teachers to develop specific instructional vision and shares with school leaders	• **Consistently** meets Level 3 and… • Ensures instructional vision is grounded in school-wide vision and goals
	1.A.2. Implements instructional vision, goals and plan for all students to succeed.	• **Rarely** invests and mobilizes teachers around vision and goals • **Rarely** aligns all coaching, feedback, and professional development to vision and goals	• **Occasionally** invests and mobilizes teachers around vision and goals • **Occasionally** aligns all coaching, feedback, and professional development to vision and goals	• **Usually** invests and mobilizes teachers around vision and goals • **Usually** aligns all coaching, feedback, and professional development to vision and goals	• **Consistently** invests and mobilizes teachers around vision and goals • **Consistently** aligns all coaching, feedback, and professional development to vision and goals
1.B Motivates students to learn and to own/assess their own progress as learners using a variety of data	**1.B.1.** Motivates students to learn	• **Rarely** ensures each teacher is implementing motivational techniques and student data reflections, including data walls with goals and targets	• **Occasionally** ensures each teacher is implementing motivational techniques and student data reflections, including data walls with goals and targets	• **Usually** ensures each teacher is implementing motivational techniques and student data reflections, including data walls with goals and targets	• **Consistently** meets Level 3 and… • Supports plan to build student investment and motivation toward learning and school-wide vision and goals.
	1.B.2. Motivates students to assess their own progress as learners using a variety of data	• **Rarely** supports teacher in identifying data that students should be reflecting on	• **Occasionally** supports teacher in identifying data that students should be reflecting on	• **Usually** supports teacher in identifying data that students should be reflecting on	• **Consistently** meets Level 3 and… • Makes the necessary data easily accessible when needed
1.C Coaches teachers to improve instruction	**1.C.1.** Identifies highest impact levers for change	• **Rarely** identifies the correct highest lever issue in the class	• **Occasionally** identifies the correct highest lever issue in the class	• **Usually** identifies the correct highest lever issue in the class	• **Consistently** meets Level 3 and… • Conducts PLC meetings to ensure effective implementation of high leverage action steps supporting district priorities
	1.C.2. Provides actionable feedback that drives change in teacher actions and student results	• **Rarely** provides actionable feedback that is measureable, observable and bite-sized, that drives change in teacher actions student results	• **Occasionally** provides actionable feedback that is measureable, observable and bite-sized, that drives change in teacher actions student results	• **Usually** provides actionable feedback that is measureable, observable and bite-sized, that drives change in teacher actions student results	• **Consistently** provides actionable feedback that is measureable, observable and bite-sized, that drives change in teacher actions student results Updates the Director and Principal

COMPETENCIES	SUBCOMPETENCIES	LEVEL 1 **Does Not Meet Expectations**	LEVEL 2 **Working Towards Meeting Expectations**	LEVEL 3 **Meets Expectations**	LEVEL 4 **Exceeds Expectations**
1.C Coaches teachers to improve instruction	**1.C.3.** Meets all coaching responsibilities	• **Rarely** meets weekly observation responsibilities, shares authentic and observation-specific praise, and reviews lesson and unit plans	• **Occasionally** meets weekly observation responsibilities, shares authentic and observation-specific praise, and reviews lesson and unit plans	• **Usually** meets weekly observation responsibilities, shares authentic and observation-specific praise, and reviews lesson and unit plans	• **Consistently** meets Level 3 and… • Sends updates to principal • Coaches lead teachers on support of their 2-5 teachers and teams
1.D Establishes a culture of data driven instruction	**1.D.1.** Grounds coaching in student and teacher data	• **Rarely** coaches teachers on DDI and **rarely** ensures that data is used to drive instructional planning	• **Occasionally** coaches teachers on DDI and **occasionally** ensures that data is used to drive instructional planning	• **Usually** coaches teachers on DDI and **usually** ensures that data is used to drive instructional planning	• **Consistently** meets Level 3 and… • Provides guidance on effective mechanisms for DDI
	1.D.2. Establishes a culture of data driven instruction in weekly grade level/content meetings	• **Rarely** facilitates meetings focused on analyzing data, past and upcoming assessments and appropriate instructional shifts	• **Occasionally** facilitates meetings focused on analyzing data, past and upcoming assessments and appropriate instructional shifts	• **Usually** facilitates meetings focused on analyzing data, past and upcoming assessments and appropriate instructional shifts	• **Consistently** meets Level 3 and… • Develops data analysis skills in teachers
	1.D.3. Effectively conducts data action planning at all data days	• **Rarely** conducts data action planning at data days	• **Occasionally** conducts data action planning at data days	• **Usually** conducts data action planning at all data days	• **Consistently** meets Level 3 and… • Uses longitudinal data to inform data planning at data days
1.E Creates and implements professional development which leads to improved teacher and student performance	**1.E.1.** Creates and implements professional development which leads to improved teacher and student performance	• **Rarely** plans and leads PD • **Rarely** supports implementation of PD topics through lesson plan feedback and coaching • **Rarely** prioritizes PD that has the highest impact on student outcomes	• **Occasionally** plans and leads PD • **Occasionally** supports implementation of PD topics through lesson plan feedback and coaching • **Occasionally** prioritizes PD that has the highest impact on student outcomes	• **Usually** plans and leads PD • **Usually** supports implementation of PD topics through lesson plan feedback and coaching • **Usually** prioritizes PD that has the highest impact on student outcomes	• **Consistently** meets Level 3 and… • Partners with other leaders to identify high impact PD that drive improvements in teacher practice and content competency • Aligns to NPFE's Professional Development Plan.

DOMAIN 2: SCHOOL CULTURE

COMPETENCIES	SUBCOMPETENCIES	LEVEL 1 Does Not Meet Expectations	LEVEL 2 Working Towards Meeting Expectations	LEVEL 3 Meets Expectations	LEVEL 4 Exceeds Expectations
2A. Creates student-centered environment focused on trust, collaboration and high expectations	**2.A.1.** Fosters a student-centered environment focused on trust	• **Rarely** supports and develops teachers to build relationships and trust with students	• **Occasionally** supports and develops teachers to build relationships and trust with students	• **Usually** supports and **builds teacher capacity** to develop relationships and trust with students	• **Consistently** supports and **builds teacher capacity** to develop relationships and trust with students
2A. Creates student-centered environment focused on trust, collaboration and high expectations	**2.A.2.** Fosters a student-centered environment focused on collaboration	• **Rarely** creates or seeks opportunities for collaboration with peers, students, families and staff	• **Occasionally** creates or seeks opportunities for collaboration with peers, students, families and staff	• **Usually** creates or seeks opportunities for collaboration with peers, students, families and staff	• **Consistently** meets Level 3 and… • Provides strategies for collaboration in weekly content/grade level meetings
	2.A.3. Fosters a student-centered environment focused on high expectations	• **Rarely** ensures that high expectations are being set for all students • **Rarely** provides strategies for demonstrating high expectations for all students	• **Occasionally** ensures that high expectations are being set for all students • **Occasionally** provides strategies for demonstrating high expectations for all students	• **Usually** ensures that high expectations are being set for all students • **Usually** provides strategies for demonstrating high expectations for all students	• **Consistently** ensures that high expectations are being set for all students • **Consistently** provides strategies for demonstrating high expectations for all students
2B. Implements effective instructional interventions that support successes of all students and monitors over time	**2.B.1.** Implements instructional interventions that support successes of all students	• Demonstrates **minimal** knowledge of effective instructional interventions in content area(s) • **Rarely** analyzes data (assessments and classroom observations) to identify necessary instructional interventions	• Demonstrates **some** knowledge of effective instructional interventions in content area(s) • **Occasionally** analyzes data (assessments and classroom observations) to identify necessary instructional interventions	• Demonstrates **solid** knowledge of effective instructional interventions in content area(s) • **Usually** analyzes data (assessments and classroom observations) to identify necessary instructional interventions	• **Consistently** meets Level 3 and… • Models effective instructional interventions
	2.B.2. Monitors instructional interventions over time	• Ensures teachers **rarely** implement instructional interventions at class and individual student level in lesson plans during classroom observations	• Ensures teachers **occasionally** implement instructional interventions at class and individual student level in lesson plans during classroom observations	• Ensures teachers **usually** implement instructional interventions at class and individual student level in lesson plans during classroom observations	• Ensures teachers **consistently** implement instructional interventions at class and individual student level in lesson plans during classroom observations

COMPETENCIES	SUBCOMPETENCIES	LEVEL 1 Does Not Meet Expectations	LEVEL 2 Working Towards Meeting Expectations	LEVEL 3 Meets Expectations	LEVEL 4 Exceeds Expectations
2C. Fosters safe school environment with clear norms for student behavior and enforcement e.g. uniform policies	**2.C.1.** Fosters safe school environment with clear norms for student behavior and enforcement e.g. uniform policies	• **Rarely** supports classrooms by consistently implementing school policies for student behavior	• **Occasionally** supports classrooms by consistently implementing school policies for student behavior	• **Usually** supports classrooms by consistently implementing school policies for student behavior	• **Consistently** supports classrooms by consistently implementing school policies for student behavior
2D. Instills a culture of reflective practice for staff, students and parents	**2.D.1.** Instills a culture of reflective practice for staff	• **Rarely** models reflective practice in coaching with teachers and provides opportunities for teachers to reflect • **Rarely** asks for feedback at the end of each debrief and content/grade level meeting with CAO, DoA and/or Principal.	• **Occasionally** models reflective practice in coaching with teachers and provides opportunities for teachers to reflect • **Occasionally** asks for feedback at the end of each debrief and content/grade level meeting with CAO, DoA and/or Principal.	• **Usually** models reflective practice in coaching with teachers and provides opportunities for teachers to reflect • **Usually** asks for feedback at the end of each debrief and content/grade level meeting with CAO, DoA and/or Principal.	• **Consistently** models reflective practice in coaching with teachers and provides opportunities for teachers to reflect • **Consistently** asks for feedback at the end of each debrief and content/grade level meeting with CAO, DoA and/or Principal.
	2.D.2. Instills a culture of reflective practice for students and parents	• **Rarely** ensures classrooms have opportunities for student reflection and **rarely** builds reflective practice into parent interactions	• **Occasionally** ensures classrooms have opportunities for student reflection and **occasionally** builds reflective practice into parent interactions	• **Usually** ensures classrooms have opportunities for student reflection and **usually** builds reflective practice into parent interactions	• **Consistently** ensures classrooms have opportunities for student reflection and **consistently** builds reflective practice into parent interactions

DOMAIN 3: FAMILY & COMMUNITY ENGAGEMENT

3A. Builds strong relationships with students, families and community members	**3.A.1.** Builds strong relationships with students	• **Rarely** supports teachers' ability to build strong relationships through coaching and feedback on lesson planning, classroom instruction and workshops on strategies	• **Occasionally** supports teachers' ability to build strong relationships through coaching and feedback on lesson planning, classroom instruction and workshops on strategies	• **Usually** supports teachers' ability to build strong relationships through coaching and feedback on lesson planning, classroom instruction and workshops on strategies	• **Consistently** supports teachers' ability to build strong relationships through coaching and feedback on lesson planning, classroom instruction and workshops on strategies
	3.A.2. Builds strong relationships with families and community members	• **Rarely** conducts parent workshops/curriculum nights • **Rarely** engages with whole school community	• **Occasionally** conducts parent workshops/curriculum nights • **Occasionally** engages with whole school community	• **Usually** conducts parent workshops/curriculum nights • **Usually** engages with whole school community	• **Consistently** conducts parent workshops/curriculum nights • **Consistently** engages with whole school community

3B. Communicates with families about the school's community and their children's development	3.B.1 Communicates with families about their children's development	• **Rarely** identifies any necessary parent communication as it relates to curriculum and disseminates to teachers	• **Occasionally** identifies any necessary parent communication as it relates to curriculum and disseminates to teachers	• **Usually** identifies any necessary parent communication as it relates to curriculum and disseminates to teachers	• **Consistently** identifies any necessary parent communication as it relates to curriculum and disseminates to teachers
COMPETENCIES	SUBCOMPETENCIES	**LEVEL 1** **Does Not Meet Expectations**	**LEVEL 2** **Working Towards Meeting Expectations**	**LEVEL 3** **Meets Expectations**	**LEVEL 4** **Exceeds Expectation**
3B. Communicates with families about the school's community and their children's development	3.B.2 Communicates with families about NPFE school community	• **Rarely** identifies and disseminates any necessary parent communication as it relates to the whole school community	• **Occasionally** identifies and disseminates any necessary parent communication as it relates to the whole school community	• **Usually** identifies and disseminates any necessary parent communication as it relates to the whole school community	• **Consistently** identifies and disseminates any necessary parent communication as it relates to the whole school community

DOMAIN 4: OPERATIONAL MANAGEMENT

4A. Plans and manages resources (budget, staffing, technology effectively	4.A.1. Plans and manages resources (budget, staffing, technology effectively)	• **Rarely** identifies resources needed and **rarely** reports to DoA and Principals • **Rarely** engages whole school management when appropriate	• **Occasionally** identifies resources needed and **occasionally** reports to DoA and Principals • **Occasionally** engages whole school management when appropriate	• **Usually** identifies resources needed and **usually** reports to DoA and Principals • **Usually** engages whole school management when appropriate	• **Consistently** identifies resources needed and **consistently** reports to DoA and Principals • **Consistently** engages whole school management when appropriate
4B. Creates culture of talent development, retains key staff and conducts staff evaluations	4.B.1. Creates a culture of talent development	• **Rarely** focuses on talent development in coaching, feedback on lesson plans, classroom instruction and data analysis	• **Occasionally** focuses on talent development in coaching, feedback on lesson plans, classroom instruction and data analysis	• **Usually** focuses on talent development in coaching, feedback on lesson plans, classroom instruction and data analysis	• **Consistently** meets Level 3 and… • Collaborates with other leaders on best practices in talent development
	4.B.2. Conducts staff evaluations and retains key staff	• **Rarely** supports and holds staff members accountable to implementing next steps from feedback • **Rarely** reports out to the leadership team	• **Occasionally** supports and holds staff members accountable to implementing next steps from feedback • **Occasionally** reports out to the leadership team	• **Usually** supports and holds staff members accountable to implementing next steps from feedback • **Usually** reports out to the leadership team	• **Consistently** supports and holds staff members accountable to implementing next steps from feedback • **Consistently** reports out to the leadership team
4C. Ensures that all legal, regulatory and policy requirements are met	4.C.1. Ensures that all legal, regulatory and policy requirements are met	• **Rarely** supports all teachers in meeting legal requirements for students with special needs, federal programs or English language learners	• **Occasionally** supports all teachers in meeting legal requirements for students with special needs, federal programs or English language learners	• **Usually** supports all teachers in meeting legal requirements for students with special needs, federal programs	• **Consistently** ensures all staff are meeting legal requirements for students with special needs, federal programs or English language learners

DOMAIN 5: LEADERSHIP

5A. Builds a collaborative team that is fully invested in the vision of the school and NPFE	**5.A.1.** Builds a collaborative team that is fully invested in the vision of the school and NPFE	• **Rarely** ensures weekly content/grade level meetings and coaching debriefs are aligned to school and NPFE vision	• **Occasionally** ensures weekly content/grade level meetings and coaching debriefs are aligned to school and NPFE vision	• **Usually** ensures weekly content/grade level meetings and coaching debriefs are aligned to school and NPFE vision	• **Consistently** ensures weekly content/grade level meetings and coaching debriefs are aligned to school and NPFE vision
COMPETENCIES	SUBCOMPETENCIES	**LEVEL 1** **Does Not Meet Expectations**	**LEVEL 2** **Working Towards Meeting Expectations**	**LEVEL 3** **Meets Expectations**	**LEVEL 4** **Exceeds Expectation**
5B. Models reflective practices and continuous learning	**5.B.1.** Models reflective practices	• Is **rarely** personally reflective in regular interactions with staff (weekly meetings, lesson planning feedback, etc.)	• Is **occasionally** personally reflective in regular interactions with staff (weekly meetings, lesson planning feedback, etc.)	• Is **usually** personally reflective in regular interactions with staff (weekly meetings, lesson planning feedback, etc.)	• Is **consistently** personally reflective in regular interactions with staff (weekly meetings, lesson planning feedback, etc.)
	5.B.2. Models continuous learning	• **Rarely** seeks out feedback, new information and learning through on the job training, coaching and formal learning	• **Occasionally** seeks out feedback, new information and learning through on the job training, coaching and formal learning	• **Usually** seeks out feedback, new information and learning through on the job training, coaching and formal learning	• **Consistently** seeks out feedback, new information and learning through on the job training, coaching and formal learning
5C. Communicates effectively with diverse audiences through a variety of formats	**5.C.1.** Communicates effectively with diverse audiences through a variety of formats	• **Rarely** demonstrates excellent written and verbal communication across diverse audiences	• **Occasionally** demonstrates excellent written and verbal communication	• **Usually** demonstrates excellent written and verbal communication	• **Consistently** meets Level 3 and… • Modulates tone and differentiates messages across teachers, students, families
5D. Demonstrates cultural competence and regard for students from all political, racial, social, economic and cultural contexts	**5.D.1.** Demonstrates cultural competence and regard for students from all political, racial, social, economic and cultural contexts	• **Rarely** models cultural competence and regard in interactions with all staff members, students, and families	• **Occasionally** models cultural competence and regard in interactions with all staff members, students, and families	• **Usually** models cultural competence and regard in interactions with all staff members, students, and families	• **Consistently** meets Level 3 and… • Supports teachers in creating culturally responsive lesson plans and learning environments that highlight cultural competence
5E. Models and upholds NPFE Core Values (including a focus on social justice) and meets all professional responsibilities	**5.E.1.** Models and upholds NPFE core values	• Models **few** NPFE Core Values including a focus on social justice through interactions with all staff members, students, and parents	• Models **some** NPFE Core Values including a focus on social justice through interactions with all staff members, students, and parents	• Models **most** NPFE Core Values including a focus on social justice through interactions with all staff members, students, and parents	• Models **all** NPFE Core Values including a focus on social justice through interactions with all staff members, students, and parents

	5.E.2. Meets all professional responsibilities	•	**Rarely** meets professional responsibilities consistently (attendance, timeliness, preparedness, follow through)	•	**Occasionally** meets professional responsibilities consistently (attendance, timeliness, preparedness, follow through)	•	Usually meets professional responsibilities consistently (attendance, timeliness, preparedness, follow through)	•	Consistently meets professional responsibilities consistently (attendance, timeliness, preparedness, follow through)

NFPE Instructional Coach Evaluation Summary

Tear this page off for scoring during an observation.

Top Three Strengths (3-6 sentences)

Growth and Next Steps (3-6 sentences)

Supporting Evidence and Notes (6-10 sentences)

NFPE Instructional Coach Evaluation Scorecard

Tear this page off for scoring during an observation.

Follow the steps below to complete the scorecard. *See the evaluation scorecard instructional guide for an example of how to complete a scorecard.*

STEP 1: Write the level selected from each rubric row in the column labeled Level next to the appropriate subcompetency.

STEP 2: In the blue boxes labeled "Average Domain…Level" sum all of the levels listed above and divide the sum by the number of levels.

STEP 3: Write the resulting number in the "Average Domain…Level" row

STEP 4: On the next page copy each of the domain five averages into the blue column of the Final Score Table

STEP 5: On the next page multiply each average by the weight listed and enter the result in the sub score column

STEP 6: Add all of the sub scores together and enter the total in the green box. This is the final score.

Subcompetencies	Level
1.A.1	
1.A.2	
1.B.1	
1.B.2	
1.C.1	
1.C.2	
1.C.3	
1.D.1	
1.D.2	
1.D.3	
1.E.1	
Average Domain 1 Level =	
2.A.1	
2.A.2	
2.A.3	
2.B.1	
2.B.2	
2.C.1	
2.D.1	
2.D.2	
Average Domain 2 Level =	
3.A.1	
3.A.2	
3.B.1	
3.B.2	
Average Domain 3 Level =	
4.A.1	

4.B.1	
4.B.2	
4.C.1	
Average Domain 4 Level =	
5.A.1	
5.B.1	
5.B.2	
5.C.1	
5.D.1	
5.E.1	
5.E.2	
Average Domain 5 Level =	

NFPE Instructional Coach Evaluation Final Results

Tear this page off for scoring during an observation.
Copy the averages from the blue rows above into the table below. Multiply the averages by the percentages in the weights column and sum the resulting sub scores. Write the sum in the green box.

Final Score

	Average	Weight	Sub Score (Score * Weight)
Example	*3.4*	*35%*	*3.4 * 35% = 1.19*
*Domain 1		35%	
Domain 2		20%	
Domain 3		10%	
Domain 4		10%	
Domain 5		25%	
Example			*1.19 + Domain 2 Sub score + Domain 3 sub score….*
Final Score = Sum of Sub Scores =			

*Domain 1-inclusive of data as outcome

Results

Use the table below to determine where your evaluation falls in terms of expectations for Instructional Coaches. These results should be debriefed between the evaluator and person receiving the evaluation.

Final Score Range	Result
1-1.75	Does not Meet Expectations
1.76-2.25	Working Towards Meeting Expectations
2.26 – 3.25	Meets Expectations
3.26 - 4	Exceeds Expectations

I hereby acknowledge that I have read and understand this evaluation.

Instructional Coach Name: _____

Instructional Coach Signature: _____ Date: _____

Evaluator Name: _____

Evaluator Signature: _____ Date: _____

Teacher
Evaluation
Rubric

LEADER COMPETENCY DOMAINS

Each domain encapsulates a set of competencies that NPFE staff should embody and behaviors that they should employ on a consistent basis when performing effectively.

1	Planning and Preparation
2	The Classroom Learning Environment
3	Instruction
4	Developing Partnerships with Family and Community
5	Developing Professional Practice

DEGREE OF CONSISTENCY

Degree of consistency refers to a level of performance based on behaviors exhibited that demonstrate the key competencies of an NFPE staff person.

Level 4	A significant number of behavioral indicators are **CONSISTENTLY** present and observable 100%-75% of the time.
Level 3	Most behavioral indicators are **USUALLY** present and observable 75%-50% of the time.
Level 2	Some behavioral indicators are **OCCASIONALLY** present a observable 50%-25% of the time.
Level 1	Behavioral indicators are **RARELY** present and observabl e <25% of the time.

Teacher Performance Appraisal Timeline

August/September

- All teachers receive performance appraisal packet (Timeline, Pre-Observation Agenda, Professional Instructional Rubric)
- Formal observation calendar established
- Ongoing observations by the supervisor
- Teachers fill out self-appraisal using the appropriate school performance standards and guidelines (rubrics).
  This self- appraisal must be turned in before Formal Observation occurs.

Nov/December

- Supervisor completes formal observations of all teachers before 12/15
- Ongoing observations by the supervisor continue.

January through April

- Opportunity for at least two formal observations by the supervisor.
- Ongoing observations by the supervisor continue.
- Professional Development Plan review with teacher and principal at the conclusion of Semester 1.

May

- Teacher portfolio submitted by 5/1.
- Summative evaluation of teacher completed by 5/25.

June

- Professional Development Plan review with teacher and principal at the conclusion of Semester 2.
- Promotion and compensation adjustment decision made by 6/30.

Pre-Observation Agenda

Teacher Name:_____   Grade/Subject Area:_____

Date of Scheduled Observation:_____   Time:_____

Directions: Please complete and return this form to the principal or designee at least one week prior to the observation of your lesson.

1. What is the lesson that I'll be observing?

2. What do you expect the students to learn in this lesson? How will you know? (Be specific)

3. What teaching strategies will you be using in this lesson?

4. Describe any specific aspects of the lesson you would like me to observe and would like feedback.

5. Is there anything else I should be aware of as you teach this lesson?

Rubric Usage Guidelines and Considerations

1. ## Norming
   Before using this rubric to evaluate staff, it is important that evaluators have a shared understanding of how to identify and score the behaviors described at each competency level. Norming can be achieved in many ways. One example includes watching video of an observable practice that falls into one of NPFE's competency domain areas, and then meeting as an evaluation team to jointly discuss which level most closely aligns with the observed behavior and why. Establishing a practice for norming will help ensure that staff feel they will be fairly and consistently scored by **all** evaluators. Also, it will reduce the need for evaluators to individually interpret observed behaviors and instead create shared understanding of how to identify Level 1-4 competencies. The person's manager is almost always an evaluator. Other evaluators may include external functional experts/consultants, peers and/or leaders with relevant functional expertise.

2. ## Evaluation Frequency and Timing
   Evaluators and the NPFE team should establish a clear plan for evaluation frequency and timing. Both should be executed consistently with the cohort, e.g. teachers, Instructional Coaches, etc., being evaluated. Depending on the time of year and NPFE priorities at that time, evaluators may expect certain competency levels to be higher or lower than others and it could be important to account for this pre evaluation.

3. ## Evaluation Tracking
   Consider maintaining a tracker that lists each evaluator, the date of evaluation and the final evaluation score. Keeping this type of log will support trend analysis, holding evaluators accountable and calibration, see #4. The tracker can be updated weekly by evaluators and reviewed during leadership and/or meetings between the evaluator and his or her manager.

4. ## Calibration
   Calibration is meant to ensure that evaluations have been performed consistently and with fidelity. To calibrate, consider collecting a set of evaluation scorecards, from different evaluators, over a period of time. Review the collection of evaluations as a team to determine if levels and scoring are being applied using a common benchmark *and* to discuss the reasoning behind the scores selected. If you decide to create an evaluation tracking system, see #3, this tool can also inform the calibration process by checking for trends in scoring that may be related to the evaluator, frequency and timing. At the end of calibration, you should have determined whether your team is sufficiently calibrated, or if an additional round of norming sessions is needed.

DOMAIN 1: PLANNING AND PREPARATION

COMPETENCIES	SUBCOMPETENCIES	LEVEL 1 Does Not Meet Expectations	LEVEL 2 Working Towards Meeting Expectations	LEVEL 3 Meets Expectations	LEVEL 4 Exceeds Expectations
1.A Uses knowledge of content and best practices in pedagogy to create standards- based lessons for student learning that consistently include reading and writing	**1.A.1** Uses *knowledge of content* to create standards-based lessons for student learning that consistently include reading and writing	• Has **basic** knowledge of content • **Rarely** uses content knowledge to create standard-based lessons for student learning that consistently include reading and writing	• Has **some** knowledge of content • **Occasionally** uses content knowledge to create standard- based lessons for student learning that consistently include reading and writing	• Has **significant** knowledge of content • **Usually** uses content knowledge to create standard- based lessons for student learning that consistently include reading and writing	• Has **mastery level** knowledge of content • **Consistently** uses content knowledge to create standard- based lessons for student learning that consistently include reading and writing
	1.A.2 Uses *best practices in pedagogy* to create standards-based lessons for student learning that consistently include reading and	• **Rarely** uses best practices in pedagogy to create standards- based lessons for student learning that consistently include reading and writing	• **Occasionally** uses best practices in pedagogy to create standards-based lessons for student learning that consistently include reading and writing	• **Usually** uses best practices in pedagogy to create standards- based lessons for student learning that consistently include reading and writing	• **Consistently** uses best practices in pedagogy to create standards-based lessons for student learning that consistently include reading and writing
1.B Uses knowledge of students' background, skills, interests, knowledge, and learning approaches to plan for student learning.	**1.B.1** Uses knowledge of students' backgrounds and interests to plan for student learning	• Has **basic** knowledge of the indicators • **Rarely** uses knowledge of students' backgrounds and	• Has **some** knowledge of the indicators • **Occasionally** uses knowledge of students' backgrounds and interests	• Has **significant** knowledge of the indicators • **Usually** uses knowledge of students'	• Has **mastery level** knowledge of the indicators • **Consistently** uses knowledge of students' backgrounds and interests
	1.B.2 Uses knowledge of students' skills, knowledge and learning approaches to plan for student learning	• Has **basic** knowledge the indicators • **Rarely** uses knowledge of students' skills, knowledge and learning approaches	• Has **some** knowledge of the indicators • **Occasionally** uses knowledge of students' skills, knowledge and	• Has **significant** knowledge of the indicators • **Usually** uses knowledge of students' skills, knowledge	• Has **mastery level** knowledge of the indicators • **Consistently** uses knowledge of students' skills, knowledge and
1.C Designs and sequences learning experiences that are relevant to instructional goals, cognitively engaging, anticipate student misunderstanding and progress coherently	**1.C.1** Designs and sequences learning experiences that are relevant to instructional goals and progress coherently	• **Rarely** designs and sequences learning experiences that are relevant to instructional goals • **Rarely** designs and sequences learning experiences that progress coherently	• **Occasionally** designs and sequences learning experiences that are relevant to instructional goals • **Occasionally** designs and sequences learning experiences that progress coherently	• **Usually** designs and sequences learning experiences that are relevant to instructional goals • **Usually** designs and sequences learning experiences that progress coherently	• **Consistently** meets Level 3 and… • Models for other staff

COMPETENCIES	SUBCOMPETENCIES	LEVEL 1 Does Not Meet Expectations	LEVEL 2 Working Towards Meeting Expectations	LEVEL 3 Meets Expectations	LEVEL 4 Exceeds Expectations
1.C Designs and sequences learning experiences that are relevant to instructional goals, cognitively engaging, anticipate student misunderstanding and progress	**1.C.2** Designs learning experiences that are cognitively engaging	• **Rarely** designs learning experiences that are cognitively engaging	• **Occasionally** designs learning experiences that are cognitively engaging	• **Usually** designs learning experiences that are cognitively engaging	• **Consistently** meets Level 3 and… • Models for other staff
	1.C.3 Anticipates and responds to student misunderstandings	• **Rarely** anticipates and responds to student misunderstandings	• **Occasionally** anticipates and responds to student misunderstandings	• **Usually** anticipates and responds to student misunderstandings	• **Consistently** meets Level 3 and… • Models for other staff
1.D Uses student data to set goals and guide regular planning	**1.D.1** Uses data for goal-setting at class, sub-group and individual student level	• **Sometimes** uses student data for goal-setting at the class level, **rarely** at the sub-group and individual student level	• **Often** uses student data for goal-setting at the class level, **occasionally** at the sub-group and individual student level	• **Usually** uses student data for goal-setting at the class, sub-group and individual student level	• **Consistently** meets Level 3 and… • Models and explains implementation to others
	1.D.2 Uses data and goals to inform regular planning	• **Rarely** uses data and goals to inform regular planning	• **Occasionally** uses data and goals to inform regular planning	• **Usually** uses data and goals to inform regular planning	• **Consistently** meets Level 3 and… • Models and explains implementation to others
1.E Designs assessments to ensure student mastery, including standards aligned and scaffolded questions	**1.E.1** Designs assessments that are standards-aligned with a clear and rigorous bar for student mastery	• Assessment rigor is **sometimes** aligned to expectations • **Rarely** designs assessments that are	• Assessment rigor is **often** aligned to expectations • **Occasionally** designs assessments that	Assessment rigor is **consistently** aligned to expectations • **Usually** designs	• **Consistently** meets Level 3 and… • Explains implementation to others
	1.E.2 Designs assessments that are appropriately scaffolded	• **Rarely** designs assessments that are appropriately scaffolded	• **Occasionally** designs assessments that are appropriately scaffolded	• **Usually** designs assessments that are appropriately scaffolded	• **Consistently** meets Level 3 and… • Explains implementation to others

DOMAIN 2: THE CLASSROOM LEARNING ENVIRONMENT

COMPETENCIES	SUBCOMPETENCIES	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
2.A Establishes a culture of respect and rapport which supports students' emotional safety	**2.A.1** Establishes a culture of respect and rapport which supports students' emotional safety, teacher- to-student and student-to-student	• **Sometimes** supports students' emotional safety teacher-to- student, but **rarely** student-to- student	• **Often** supports students' emotional safety teacher-to- student, and **occasionally** student-to-student	• **Usually** supports students' emotional safety teacher-to- student and student-to- student	• **Consistently** meets Level 3 and… • Models for other staff

COMPETENCIES	SUBCOMPETENCIES	LEVEL 1 Does Not Meet Expectations	LEVEL 2 Working Towards Meeting Expectations	LEVEL 3 Meets Expectations	LEVEL 4 Exceeds Expectations
2.B Sets an expectation of high achievement and creates a classroom/community culture of learning	**2.B.1** Sets an expectation of high achievement	• **Rarely** sets an expectation of high achievement	• **Occasionally** sets an expectation of high achievement	• **Usually** sets an expectation of high achievement	• **Consistently** meets Level 3 and… • Models for other staff
	2.B.2 Creates a classroom/community culture of learning	• **Rarely** creates a classroom/community culture of learning	• **Occasionally** creates a classroom/community culture of learning	• **Usually** creates a classroom/community culture of learning	• **Consistently** meets Level 3 and… • Models for other staff
2.C Implements classroom procedures, routines and transitions effectively	**2.C.1** Implements classroom procedures, routines and transitions effectively	• **Rarely** implements classroom procedures, routines and transitions effectively	• **Occasionally** implements classroom procedures, routines and transitions effectively	• **Usually** implements classroom procedures, routines and transitions effectively	• **Consistently** meets Level 3 and… • Models for other staff
2.D Effectively and intentionally manages student behavior through clear expectations and a balance of positive reinforcement, feedback and redirection	**2.D.1** Sets clear expectations for student behavior	• **Rarely** sets clear expectations for student behavior	• **Occasionally** sets clear expectations for student behavior	• **Usually** sets clear expectations for student behavior	• **Consistently** meets Level 3 and… • Models for other staff
	2.D.2 Manages student behavior through a balance of positive reinforcement, feedback and redirection	• **Rarely** manages student behavior through a balance of positive reinforcement, feedback and redirection	• **Occasionally** manages student behavior through a balance of positive reinforcement, feedback and redirection	• **Usually** manages student behavior through a balance of positive reinforcement, feedback and redirection	• **Consistently** meets Level 3 and… • Models for other staff

DOMAIN 3: INSTRUCTION

COMPETENCIES	SUBCOMPETENCIES	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
3.A Communicates standard-based learning objectives with clear connections to prior/future learning experiences	**3.A.1** Communicates standard-based learning objectives	• **Rarely** communicates standard-based learning objectives	• **Occasionally** communicates standard-based learning objectives	• **Usually** communicates standard-based learning objectives	• **Consistently** communicates standard-based learning objectives
	3.A.2 Makes clear connections between standard-based learning objectives and prior/future learning experiences	• **Sometimes** makes clear connections between standard-based learning objectives **or** prior/future learning	• **Often** makes clear connections between standard-based learning objectives **or** prior/future learning experiences	• **Usually** clear connections between standard-based learning objectives **and** prior/future learning experiences	• **Consistently** meets Level 3 and… • Models for other staff

COMPETENCIES	SUBCOMPETENCIES	LEVEL 1 Does Not Meet Expectations	LEVEL 2 Working Towards Meeting Expectations	LEVEL 3 Meets Expectations	LEVEL 4 Exceeds Expectations
3.B Implements appropriate research- based instructional strategies to engage students, including consistently high quality questions with adequate response time and student discussion that outweighs teacher discussion	**3.B.1** Asks high quality questions and allots adequate student response time	• **Rarely** poses questions to students or scaffolds questions toward cognitive challenge and mastery of the learning objective(s) • **Rarely** provides adequate student response time	• **Occasionally** poses questions to students or scaffolds questions toward cognitive challenge and mastery of the learning objective(s) • **Occasionally** provides adequate student response time	• **Usually** poses questions to students or scaffolds questions toward cognitive challenge and mastery of the learning objective(s) • **Usually** provides adequate student response time	• **Consistently** meets Level 3 and… • Student initiate questions to further their own or other students' understanding of the content.
	3.B.2 Implements strategies to facilitate student discussion that outweighs teacher discussion	• **Rarely** provides opportunities for student discussion • Less than 70% student discussion	• **Occasionally** provides opportunities for student discussion • Less than 70%-80% student discussion	• **Usually** provides opportunities for student discussion • Less than 90% student discussion	• **Consistently** meets Level 3 and… • Models for other staff
3.C Persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources when needed	**3.C.1** Persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources when needed	• Employs **few** strategies and **rarely** persists in seeking effective approaches for students who need help	• Employs **some** strategies and **occasionally** persists in seeking effective approaches for students who need help	• Employs **a wide range of** strategies and **usually** persists in seeking effective approaches for students who need help	• **Consistently** meets Level 3 and… • Models for other staff
3.D Uses student data to guide direct instruction, activities and reteaching	**3.D.1** Uses student data to guide direct instruction at the class, sub-group and individual student level	• **Sometimes** uses student data to guide direct instruction at the class level, but **rarely** at the sub-group and individual student level	• **Often** uses student data to guide direct instruction at the class level, and **occasionally** at the sub-group and individual student level	• **Usually** uses student data to guide direct instruction, at the class, sub-group and individual student level	• **Consistently** meets Level 3 and… • Models for other staff
	3.D.2 Uses student data to guide activities and reteaching at the class, sub-group and individual student level	• **Sometimes** uses student data to guide activities and reteaching at the class level, but **rarely** at the sub-group and individual student level	• **Often** uses student data to guide activities and reteaching at the class level, but **occasionally** at the sub-group and individual student level	• **Usually** uses student data to guide activities and reteaching at the class, sub-group and individual student level	• **Consistently** uses student data to guide activities and reteaching at the class, sub-group and individual student level

COMPETENCIES	SUBCOMPETENCIES	LEVEL 1 Does Not Meet Expectations	LEVEL 2 Working Towards Meeting Expectations	LEVEL 3 Meets Expectations	LEVEL 4 Exceeds Expectations
3.E Effectively and intentionally monitors student learning during instruction, provides quality and timely feedback, and clarifies student misconceptions in the moment	**3.E.1** Effectively and intentionally monitors student learning during instruction	• **Rarely** monitors student learning during instruction	• **Occasionally** monitors student learning during instruction	• **Usually** monitors student learning during instruction	• **Consistently** meets Level 3 and… • Students participate in self- monitoring
	3.E.2 Provides quality and timely feedback and clarifies student misconceptions in the moment	• **Rarely** provides quality and timely feedback and adjusts whole class instruction	• **Occasionally** provides quality and timely feedback and adjusts whole class instruction	• **Usually** provides quality and timely feedback and adjusts whole class and small group instruction	• **Consistently** meets Level 3 and… • Students participate in self- monitoring
3.F Demonstrates flexibility and responsiveness to achieve learning objectives	**3.F.1** Demonstrates flexibility and responsiveness to achieve learning objectives	• **Rarely** demonstrates flexibility and responsiveness to achieve learning objectives	• **Occasionally** demonstrates flexibility and responsiveness to achieve learning objectives	• **Usually** demonstrates flexibility and responsiveness to achieve learning objectives	• **Consistently** meets Level 3 and… • Models for other staff

DOMAIN 4: DEVELOPING PARTNERSHIPS WITH FAMILY AND COMMUITY

COMPETENCIES	SUBCOMPETENCIES	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
4.A Develops two-way communication with families about student learning and achievement	**4.A.1** Develops two-way communication with families about student learning and achievement	• **Rarely** develops two-way communication with families about student learning and achievement	• **Occasionally** develops two-way communication with families about student learning and achievement	• **Usually** develops two-way communication with families about student learning and achievement	• **Consistently** meets Level 3 and… • Models for other staff
4.B Helps students understand and leverage resources in their community via projects (service learning, knowledge of libraries, community centers, scholarships) that support their success in college and beyond	**4.B.1** Helps students understand and leverage resources in their community via projects (service learning, knowledge of libraries, community centers, scholarships) that support their success in college and beyond	• **Rarely** helps students understand and leverage resources in their community via projects that support their success in college and beyond	• **Occasionally** helps students understand and leverage resources in their community via projects that support their success in college and beyond	• **Usually** helps students understand and leverage resources in their community via projects that support their success in college and beyond	• **Consistently** meets Level 3 and… • Models for other staff

DOMAIN 5: DEVELOPING PROFESSIONAL PRACTICE

COMPETENCIES	SUBCOMPETENCIES	LEVEL 1 Does Not Meet Expectations	LEVEL 2 Working Towards Meeting Expectations	LEVEL 3 Meets Expectations	LEVEL 4 Exceeds Expectations
5.A Engages in critical reflection and revises own practices to increase effectiveness	**5.A.1** Engages in critical reflection	• **Rarely** engages in critical reflection	• **Occasionally** engages in critical reflection	• **Usually** engages in critical reflection	• **Consistently** meets Level 3 and… • **Proactively** engages others in critical reflection
	5.A.2 Revises own practices to increase effectiveness	• **Rarely** revises own practices to increase effectiveness	• **Occasionally** revises own practices to increase effectiveness	• **Usually** revises own practices to increase effectiveness	• **Consistently** meets Level 3 and… • **Proactively** engages others in critical reflection
5.B Engages in collaborative relationships with peers, coaches and instructional leaders	**5.B.1** Engages in collaborative relationships with peers	• **Rarely** engages in collaborative relationships with peers	• **Occasionally** engages in collaborative relationships with peers	• **Usually** engages in collaborative relationships with peers	• **Consistently** meets Level 3… • **Proactively** engages
	5.B.2 Engages in collaborative relationships with coaches and instructional leaders	• **Rarely** engages in collaborative relationships with coaches and instructional leaders	• **Occasionally** engages in collaborative relationships with coaches and instructional leaders	• **Usually** engages in collaborative relationships with coaches and instructional leaders	• **Consistently** meets Level 3… • **Proactively** engages other teachers to
5.C Exhibits cultural competence in all areas of work (such as relationship building, planning and decision	**5.C.1** Exhibits cultural competence in all areas of work (such as relationship building, planning and decision making)	• **Rarely** exhibits cultural competence in all areas of work	• **Occasionally** exhibits cultural competence in all areas of work	• **Usually** exhibits cultural competence in all areas of work	• **Consistently** exhibits cultural competence in all areas of work
5.D Models and upholds NPFE Core Values (including a focus on social justice) and meets all professional responsibilities	**5.D.1** Models and upholds NPFE Core Values	• **Rarely** models and upholds NPFE Core Values	• **Occasionally** models and upholds NPFE Core Values	• **Usually** models and upholds NPFE Core Values	• **Consistently** meets Level 3 and… • Models for other staff
	5.D.2 Meets all professional responsibilitie	• **Rarely** meets all professional responsibilities	• **Occasionally** meets all professional responsibilities	• **Usually** meets all professional responsibilities	• **Consistently** meets Level 3 and… • Models for other staff

NFPE Teacher Evaluation Summary

Tear this page off for scoring during an observation.

Top Three Strengths (3-6 sentences)

Growth and Next Steps (3-6 sentences)

Supporting Evidence and Notes (6-10 sentences)

NFPE Teacher Evaluation Scorecard

Tear this page off for scoring during an observation.

Follow the steps below to complete the scorecard. *See the evaluation scorecard instructional guide for an example of how to complete a scorecard.*

STEP 1: Write the level selected from each rubric row in the column labeled Level next to the appropriate subcompetency.

STEP 2: In the blue boxes labeled "Average Domain…Level" sum all of the levels listed above and divide the sum by the number of levels.

STEP 3: Write the resulting number in the "Average Domain…Level" row

STEP 4: On the next page copy each of the five domain averages into the blue column of the Final Score Table

STEP 5: On the next page multiply each average by the weight listed and enter the result in the sub score column

STEP 6: Add all of the sub scores together and enter the total in the green box. This is the final score.

Subcompetencies	Level
1.A.1	
1.A.2	
1.B.1	
1.B.2	
1.C.1	
1.C.2	
1.C.3	
1.D.1	
1.D.2	
1.E.1	
1.E.2	
Average Domain 1 Level =	
2.A.1	
2.B.1	
2.B.2	
2.C.1	
2.D.1	
2.D.2	
Average Domain 2 Level =	
3.A.1	

3.A.2	
3.B.1	
3.B.2	
3.C.1	
3.D.1	
3.D.2	
3.E.1	
3.E.2	
3.F.1	
Average Domain 3 Level =	
4.A.1	
4.B.1	
Average Domain 4 Level =	
5.A.1	
5.A.2	
5.B.1	
5.B.2	
5.C.1	
5.D.1	
5.D.2	
Average Domain 5 Level =	

NFPE Teacher Evaluation Final Results

Tear this page off for scoring during an observation.

Copy the averages from the blue rows above into the table below. Multiply the averages by the percentages in the weights column and sum the resulting sub scores. Write the sum in the green box.

Final Score

	Averag	Weigh	Sub Score (Score * Weight)
Example	*3.4*	*35%*	*3.4 * 35% = 1.19*
Domain 1		25%	
Domain 2		20%	
Domain 3		25%	
Domain 4		15%	
Domain 5		15%	

Example	*1.19 + Domain 2 Sub score + Domain 3 sub*
Final Score = Sum of Sub Scores =	

Results

Use the table below to determine where your evaluation falls in terms of expectations for Teachers. These results should be debriefed between the evaluator and person receiving the evaluation.

Final Score	Resul
1-1.75	Does not Meet Expectations
1.76-2.25	Working Towards Meeting Expectations
2.26 – 3.25	Meets Expectations
3.26 - 4	Exceeds Expectations

I hereby acknowledge that I have read and understand this evaluation.

Teacher Name: _____

Teacher Signature:_____Date: _____

Evaluator Name: _____

Evaluator Signature:_____Date: _____